

**THE CASE OF CHARACTER EDUCATION TO ADDRESS CHALLENGING
BEHAVIOUR IN A GAUTENG PRIMARY SCHOOL**

by

MARITZA VORSTER

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Supervisor: Prof D Kruger

Co-supervisor: Dr MM Moseki

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DECLARATION

I declare that **THE CASE OF CHARACTER EDUCATION TO ADDRESS CHALLENGING BEHAVIOUR IN A GAUTENG PRIMARY SCHOOL** is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references.

A handwritten signature in black ink, appearing to read 'M Vorster', is positioned above a horizontal line.**SIGNATURE**

(Ms M Vorster)

10 January 2018

DATE

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ABSTRACT

This qualitative, phenomenological case study investigated the influence of character education, taught in addition to the Life Skills curriculum, on challenging behaviour in a primary school in Gauteng. Through a filtering process the researcher identified the Youth Citizens' Action Programme (YCAP) as a suitable additional programme, one which currently includes democratic citizenship and service learning approaches. These are attuned to the study's theoretical framework, which vests in social and experiential learning, modelling and observation. Although the YCAP at this particular Gauteng school is each year implemented by a team of Grade 7 learners, the implementation of the YCAP involved all the learners across grades. Hence, the empirical study focused on the contribution of the Grade 7 learners to addressing bullying, which learners themselves identified as the most prevalent form of challenging behaviour. The findings showed that the YCAP decreased bullying as challenging behaviour in this particular school.

KEY TERMS

Character education; Challenging behaviour; Youth Citizens' Action Programme (YCAP); Grade 7 learners; Life Orientation; life skills curricula; bullying; service learning; democratic citizenship education; causes of challenging behaviour.

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LIST WITH ABBREVIATIONS AND PARAPHRASED TERMS

Abbreviations

ADHD	Attention deficit hyperactivity disorder
CAPS	Curriculum and Assessment Policy Statement
CE	Character education (only used in figures and tables)
CEO	Chief Executive Officer
CEP	Character Education Partnership
DoBE	Department of Basic Education
NSOC	National Schools of Character
NCS	National Curriculum Statement
SACE	South African Council of Educators
SBST	School-based Support Team
SEL	Social and emotional learning
SGB	School Governing Body
SLT	Social Learning Theory
UK	United Kingdom
USA	United States of America
YCAP	Youth Citizens Action Programme

Paraphrased terms

Jubilee Centre:	The <i>Jubilee Centre for Character and Virtues</i> are sometimes referred to as the <i>Jubilee Centre</i> depending on the context of the reference
11 principles:	The <i>Eleven Principles of Effective Character Education</i> are referred to as <i>11 principles</i> in some contexts including tables

CHAPTER 1

INTRODUCTORY ORIENTATION, STATEMENT OF THE PROBLEM, AIM OF THE STUDY AND CLARIFICATION OF CONCEPTS

1.1 INTRODUCTION

According to the Education White Paper 6, there are many factors, including physical, intellectual, emotional and social factors, that may arise and cause a barrier to learning (Department of Education 2001:17-18). Among these factors representing possible barriers to learning, research has shown that teachers consider challenging behaviour to be one of the most important. A general climate of challenging behaviour is one of the major problems that teachers in South Africa face (Prinsloo & Gasa 2016:543). Challenging behaviour is behaviour that interferes with teaching and learning; it includes the following: verbal interruptions, off-task behaviour, hyperactivity, lack of respect, persistently infringing rules, violence towards peers and bullying. Such behaviour causes disruption and affects the learner's own and other learners' learning in the classroom (Levin & Nolan 1996, in Marais & Meier 2010:44).

Challenging behaviour differs from one context to the other, as well as between cultures. For the purposes of this research, concepts such as indiscipline, misconduct, disruptive behaviour and misbehaviour are treated under the same term of *challenging behaviour*. Challenging behaviour is the most consistently discussed problem of South African schools; it is a common phenomenon among learners today (Marais & Meier 2010:41). Mtsweni (2008:1) relates learning directly to behaviour when he states that "for successful teaching and learning to take place it is essential that good behaviour exists in every classroom in particular and in school as a whole".

In the researcher's quest to deal with challenging behaviour, she came across research of Battistich (2008:81), which suggests that high-quality character education promotes the development of good character and is a promising approach to prevent a range of challenging behaviour. Although character education is intriguing as a possible way of dealing with challenging behaviour, it may of course not necessarily provide an ultimate answer. For example, challenging behaviour that is associated with intrinsic factors in

the case of some impairments such as autism or medical and psychological conditions cannot be addressed by character education only, nor was that the intention of Battistich's claim. Teachers have little influence on these conditions except for direct support in cases of difficult temperament and low self-esteem (Prinsloo & Gasa 2016:545).

Delving deeper into the assertion by Battistich (2008:81) that character education may prevent challenging behaviour, a brief discussion of character education on international and national levels follows as an introduction to the intended focus of this study. Thompson (2002:9) states that character education is not new; it has always been a part of education, especially on the international front. It is important to note that regardless of what character education is called in various countries and curricula, the methods and theoretical justification are similar, in the sense that all character education-based curricula are designed to help foster character building in learners. Currently character education is best understood as the deliberate attempt to promote the development of virtue, moral values and moral judgements in youth, especially in schools (Beland 2003; Lickona 1991, in Berkowitz & Hoppe 2009:132).

1.1.1 The Character Education Partnership in the United States of America (USA)

In the US the Character Education Partnership (CEP) is legislated and encouraged. The CEP, founded in 1993, is the national advocate for and leader of quality character education initiatives and advancement of effective programmes, from kindergarten through to Grade 12 (Character Education Partnership (CEP) 2008:2). The organisation is a non-profit, non-biased and non-sectarian organisation that works with schools, districts and states to develop learners to become responsible and caring citizens. The CEP defines character education as an intentional effort to develop core ethical and performance values that are widely affirmed across all cultures (CEP 2010:i).

The CEP fosters core ethical values such as caring, honesty, fairness, responsibility, and respect for self and others. The organisation promotes character education through 11 personal or social development practices that lead to positive results. These 11 principles of effective character education form the cornerstone of the CEP's philosophy of effective character education (CEP 2010:1). It addresses a learner's knowledge,

behaviour, attitudes, values and social interaction, creating a caring community. The 11 principles of effective character education provide important guidance. With shared leadership input, the principles are outlined and visible in policies such as the vision and mission of the school. The principles are implemented to promote core ethical and performance values that are infused throughout the school environment, as earlier alluded to by Mtsweni (2008:1).

A brief outline to contextualise the CEP's integration into schools follows. The school creates a caring community in which teachers help learners to acquire, reflect and practise the core values. The school fosters and emphasises learner self-motivation, whereby the consequences of acts are understood, rather than addressing challenging behaviour through extrinsic materialistic rewards. The schools promote involvement of families and the community, who form partners in character building. The school regularly assesses its culture and climate, the functioning of its staff as character educators and the extent to which its learners manifest good character (CEP 2010:22).

Schools that assess their culture and climate to ensure that the "Eleven Principles of Effective Character Education" are implemented form part of the National Schools of Character (NSOC). The 2011 NSOC reported that learner engagement and involvement was high. The 2014 NSOC reported that bullying was rare; discipline problems had decreased or exhibited extremely low rates; academic grades had gone up, achievement gaps had narrowed and attendance rates were high (see their website: <http://character.org/schools-of-character/>).

1.1.2 Character education in the United Kingdom (UK)

In the UK, character education gained a strong academic foothold with the establishment of the Jubilee Centre for Character and Virtues at the University of Birmingham. The Jubilee Centre for Character and Virtues undertook the largest UK study regarding character development in UK schools. The goal was to explore what was known about the nature, impact and current understanding of education for character in British schools and to provide guidance for improvement (Arthur, Kristjansson, Walker, Sanderse, Jones, Thoman, Curren & Roberts 2015:10).

The Jubilee Centre for Character and Virtues set up a framework for Character Education in Schools, after calls for a clear approach to character education. For the sake of brevity, the Jubilee Centre for Character and Virtues is sometimes only referred to as the *Jubilee Centre*, depending on the context of the reference. The Jubilee Centre defines character education as an umbrella term for all explicit and implicit educational activities that develop learners' virtues. It is the virtues we acquire which make up our character. A virtue is to act in a particular way in a specific situation that ensures a good outcome. The Jubilee Centre focuses on four key virtues in its course. These virtues are (1) the moral virtue to make choices; (2) the civic virtue to live successfully in communities; (3) the intellectual virtue to solve problems; and (4) the performance virtues such as resilience (Lickona 2015:4).

By focusing on these virtues, learners grow to understand the process of learning to live a good life, learning to express what they are taught in the implementation of those virtues throughout their life. Interestingly, the Jubilee Centre considers the possibility that the whole school might learn the same virtue at any given time, as this will put more focus on what is learned.

1.1.3 Character education in South Africa

In South Africa Life Skills, or Life Orientation, is included in the Curriculum and Assessment Policy Statement (CAPS).

Life Skills is presented as a compulsory subject in the

- Foundation Phase (\pm 5–9-year-olds) for Grades R–3, and the
- Intermediate Phase (\pm 10–12-year-olds) for Grades 4–6

Life Orientation is presented as a subject in the

- Senior Phase (\pm 13–15-year-olds) for Grades 7–9, and the
- Further Education and Training (FET) Phase (\pm 16–18-year-olds) for Grades 10–

The aim of the Life Skills curriculum is to give expression to knowledge, skills and values. Life Orientation is concerned with the holistic development of learners. Both subjects aim for learners to acquire and apply the knowledge and skills needed for interrelated personal, social, intellectual, emotional and physical growth (Department of Basic Education (DoBE) 2011a:8). The Life Skills for all grades in the National Curriculum Statement (NCS) are based on principles such as social transformation, active and critical learning, high knowledge and skills, progression, human rights and inclusivity, valuing indigenous knowledge systems and credibility, as well as quality and efficiency (DoBE 2011a:4).

The Life Orientation curriculum for the Senior Phase (Grades 7–9), which is the focus of this study, contains the following topics: development of the self in society, health, social and environmental responsibility, constitutional rights and responsibilities, physical education and the world of work (DoBE 2011b:8).

Since character education is already included in South African school curricula, the reasons for prevailing challenging behaviour (Marais & Meier 2010:41; Prinsloo & Gasa 2016:543) may be manifold. As a teacher, the researcher would like to add her voice to the many teachers in South Africa who experience challenging behaviour in classrooms. Teachers are spending too much time in dealing with challenging behaviour, according to Prinsloo and Gasa (2016:543), and learning opportunities are being lost. The assertion by Battistich (2008:81) that *high quality* character education might prevent a range of challenging behaviour set this study in motion. The researcher decided to investigate whether quality character education in a South African primary school might alleviate or perhaps prevent challenging behaviour. The study would not investigate the Life Orientation subject per se, as challenging behaviour continues to prevail in spite of Life Orientation. The researcher would rather investigate character education programmes that schools can implement in *addition* to the Life Orientation subject.

1.2 BACKGROUND

The study has already referred to the broad nature of character education across continents to help foster character building in learners. It has also already been stated that character education has always been a part of education (Thompson 2002:9). To

this end, a brief synopsis of character education across centuries is provided, followed by the need to teach character education in the twenty-first century. Character education in citizenship, civic engagement and democracy is then highlighted, with special reference to theories, principles, approaches and teaching methods, to zoom the study closer to its focus.

1.2.1 History of character education

In the eighteenth century, character education in America was based on the values taught on Christian principles at school. Communities were small; therefore, it was not difficult for parents to control and demand the values taught at school. The school textbooks in 1776 contained detailed moral and religious content, to which the parents demanded strict adherence (Thompson 2002:15).

Golightly (1926) states in Mulkey (1997:35) that from the late eighteenth century to the early nineteenth century (1776–1825), a transition took place from a community-based, religious-orientated education system to a secular approach to education. A factor that contributed to this move was the increasing number of immigrants with varied religious backgrounds. Difficulties in reconciling the religious backgrounds caused teaching of moral values to move to a less religion-based approach to teaching.

During the nineteenth century, the principle for developing character was effective socialisation. As the country and publicly sponsored education developed, there was a trend toward the separation of church and school (Thompson 2002:15). The Catholic schools claimed that public schools were Protestant, as they were taught morals from the Bible. This led to a banning of the Bible from public schools, which made teachers question the teaching of moral values without religious instruction (Mulkey 1997:35).

The early twentieth century brought a renewed interest in character education in the public schools (Thompson 2002:16). Character education gained a lot of interest through the development of Kohlberg's (1981) six-stage theory of moral reasoning. The core principle related to the need for the school to act as a moral community in UK schools (Walker, Roberts & Kristjansson 2015:83). A new character education movement began in the early 1990s. Interest in character education in the 1990s on a

national level in the US resulted in the formation of CEP, discussed above in the introduction.

Of note is that Harshorne and May found in a study that they conducted from 1924 to 1929 that character education programmes, religious instruction and moral training had no effect on the moral conduct of learners (Mulkey 1997:35). However, this did not stop John Dewey in 1934 from focusing attention on the need for character development in a social atmosphere that the school should provide (Mulkey 1997:35).

The twenty-first century has witnessed a worldwide resurgence of interest in moral education, broadly understood, taking the form of social, moral, emotional, and political development of learners (Walker et al. 2015:80). Themes in education in the UK such as the flourishing child, and virtue as intrinsic constitutive and integrated character education in all subjects (instead of a separate subject) confirmed the new era of the learner.

1.2.2 The impetus for character education

Challenging behaviour in schools has attracted growing attention from many observers worldwide (Moyo, Khewu & Bayaga 2014:1). Van Wyk (2001) points out, cited in Rossouw (2003:416), that “the prevalence and gravity of challenging behaviour in schools is a universal concern”. The range of misconduct or challenges in the schools and streets of the US includes challenges such as violence, bullying, rule violation, disruptiveness, class cutting, cursing, refusal, defiance, fighting and vandalism (Osher, Bear, Sprague, & Doyle 2010:48). Nelson (2002:10) cites The National School Safety Centre (1993) as reporting that challenging behaviour occurs about every six seconds that school is in session.

Challenging behaviour in schools in South Africa poses a major challenge to teachers and threatens the very existence and survival of the school system (Marais & Meier 2010:52). Challenging behaviour is a long-standing challenge for teachers. The South African Council of Educators (SACE 2011:3) reports that cases of challenging behaviour have shifted from minor challenging behaviours to more serious forms of victimisation that involve violence. SACE (2011:12) reported that 15.3% of learners in South African

primary schools have experienced some form of violence as yet another form of challenging behaviour at their schools. Burton and Leoschut (2013:1) raise concerns about challenging behaviour in schools in South Africa, noting that schools are increasingly becoming sites of widespread violence. In a report about an international conference in Potchefstroom, Kassiem (2007) states that indiscipline in schools is getting worse and in some schools is completely out of hand. Despite the commitment of the government to provide resources and improve school conditions, current reports show that many schools find it difficult to keep order and control over challenging behaviour in schools (National Department of Education 2002, in Mtsweni 2008:3).

The alarmed concern about challenging behaviour worldwide goes hand in hand with initiatives to address challenging behaviour in schools, which in turn lead to the consideration of approaches such as character education. Schools throughout time have had the same important responsibility to not only educate intellectually, but also teach learners about good moral values through character education. Values are a universal phenomenon, but there are various theories, approaches and principles in society, communities, schools and classrooms that play a role in *teaching* these values through character education.

The subsequent sections discuss important theories, principles and approaches regarding character education. The study also looks at school-based “best” teaching methods in character education that the researcher believes might have an influence on challenging behaviour. These discussions could add to the body of knowledge of how character education might address challenging behaviour as a barrier to learning in the primary school. These discussions would be incomplete if the researcher did not allude to controversies regarding approaches and principles in teaching character education. Therefore, controversies arising from principles of Aristotelian, Socratic, democratic and political perspectives, service learning and integrated programmes are mentioned later in section 1.4. (The Aristotelian and Socratic perspectives that anchor character education in Western philosophy show once again how vast the field of character education is.)

1.2.3 Character education and citizenship, civic engagement, and democracy education

The importance of moral education through character education in citizenship, civic engagement and democracy education is discussed briefly.

1.2.3.1 Character education and citizenship education

Both citizenship education and character education are closely connected (Davies, Gorard & McGuinn 2005:342). Kirschenbaum (1995, in Hoge 2002:103) views citizenship education as one of the traditional approaches to values education. Citizenship and citizenship education is a long standing idea and still vital today (Parker 2014:348). The CEP in the US states in its principles that learners follow particular widely shared values and uphold those values in the community to create a just society. James Arthur (2005), of the Jubilee Centre for Character and Virtues in the UK, claims that character education can be understood as a specific approach to moral or values education that is consistently linked to citizenship education (Suissa 2015:109). In South Africa the Life Skills or Life Orientation curricula include citizenship under “personal and social wellbeing”. Related topics are “development of self in the society”; “social, health and environmental responsibility”; and “constitutional rights and responsibilities”.

Citizenship education teachers grapple with the question of how to engage learners constructively in continued improvement of their society, as many citizens are not that actively involved (Hoge 2002:105). The researcher firmly believes in John Dewey’s (1938) argument, cited in Brunn (2014:265), of involving the “whole child”, with a focus on the interests of the child, which will promote active involvement (White 2015:130). Dewey’s theory also looked at learners applying various skills to *all* areas of human life (Pietig 1977:176), which include citizenship. Through learner interest and experiences, teachers should attempt to inform learners about the present state of society; when this is accomplished, the learners will be ready to take their own active part in bringing a new social order (Pietig 1977:178). The researcher contends that teaching learners’ active societal involvement, while keeping their interests at heart, could result in

sustainable involvement in their communities later in life. John Dewey's theory will be discussed further in the school-based "best" approaches in section 1.2.4.1.

Parker (2014:351) opposes the view that many citizens are not actively involved in community life. His emphasis is on young adults. They move out of their parents' homes and start work, spending more time in public, and are exposed to diverse lifestyles. Therefore, the young adult is more available for recruitment into community activity. However, Parker's argument remains confined to young adults, whereas the citizenship education teacher's concerns involve citizens in general.

It is important to note the suggestion of Haydon (2005, in Davies et al. 2005:347) that although citizenship education is centrally concerned with morality, the key difference between citizenship education and more explicit forms of personal and moral education, such as character education, is that citizenship focuses on social and political frameworks, whereas character education's principal concern is with morals.

1.2.3.2 Character education and citizenship, through service learning, for civic engagement

Based on research, service learning is a method of combining citizenship and character education for civic engagement. One cannot exist without the other (Shumer, Lam & Laambs 2012:431). Service learning integrates community service or action learning to enrich learning experiences and ensure impact that teaches learners responsibility. Character education requires the action of service-learning efforts so that issues or problems are addressed and moral action promoted (Shumer et al. 2012:431).

A three-year study in the US found that service learning was a critical component of character education (Shumer et al. 2012:431). The values taught in character education are best understood when practised. The character education programmes that were mentioned in section 1.1 have a connection to service learning. The CEP in the US has succeeded in creating strong connections with service learning in their 11 principles that learners follow. The Jubilee Centre for Character Virtues in the UK places focus on civic virtue as one of the key virtues in its course.

Service learning is action learning in which the learner actively renders the service in order to learn – this ties in closely with John Dewey’s pragmatic approach. Dewey maintained that the general spirit of classroom activities should emphasise active social service rather than passive individual absorption (Pietig 1977:177). John Dewey’s pragmatic approach through applying various skills is explained in section 1.2.4.1.

1.2.3.3 *Democracy in character education*

Education for democratic citizenship has rapidly moved up in policy agendas in Europe over the past two decades and is now considered a top priority in education (Edelstein & Krettenauer 2014:386). The schools with an open classroom climate and school culture, where learners could participate and share actively, were successful in democratic education in almost all countries (Edelstein & Krettenauer 2014:389). Dewey (1963, in Edelstein and Krettenauer 2014:392) stated that learners learn about democracy through democratic experiences of participation and by developing democratic forms of life that reach out to others through service learning.

Learners will construct knowledge through activities about the classroom, the closer community and the wider community which are all interrelated with one another, similar to Bronfenbrenner’s (1979) ecology of human development, cited in Edelstein and Krettenauer (2014:392). It is important to note that learners may have different ethnic, cultural and family backgrounds, but they share their common schoolground experiences for meaningful cooperation (Edelstein & Krettenauer 2014:389). Although learners might be different in many ways, virtues transcend time and culture (Lickona 1999:77). This study elaborates on democracy citizenship in section 2.3.

1.2.4 School-based “best” in teaching character education

Supporting and nourishing the whole child must be at the heart of the work of schools (Brunn 2014:265). There are various teaching strategies that schools follow to teach moral values and responsibility. It is, however, important to note that not all school teaching strategies are effective in developing a responsible learner or preventing future challenging behaviour.

The researcher proposes that the following theories, approaches, principles and teaching strategies regarding character education could possibly have an influence on challenging behaviour in schools. The school-based “best” consists of learner-centred and teacher-centred approaches, John Dewey’s pragmatic theory, the ecological approach and learning character education. The study also looks at possible integration, social and emotional learning and integration of character education into all academic curricula will be discussed briefly as school-based “best” approaches to teaching of character education into all academic curricula as a teaching strategy.

1.2.4.1 John Dewey’s theory

John Dewey (1903, in White 2015:130) emphasised the importance of a learner’s natural tendency, interest and impulse to feel a deep connection to a worthy aim. Dewey (1916/1944, in White 2015:135) also states that not all desires are to be equally encouraged. The teacher must encourage the desirable morals and values and create the environment which keeps them active. (The researcher contends that the ecological approach, which is discussed in section 1.2.4.2, enables the teacher to create this kind of environment.)

The connection or interest in learners is imposed not from without, but from the learner’s life and experiences (White 2015:131). Dewey (1916/1944, in White 2015:133) was convinced that the required character traits could not be transmitted or inserted by direct teaching, or “hammered” into a learner to faithfully reflect in examinations what had been taught. Hence, it is more important to focus on the learner’s life experiences and interests, together with the application of skills.

A large number of skills are needed to enact values; for example, the value of responsibility requires time and task management skills (Elias, Kranzler, Parker, Kash & Weissberg 2014:273). For learners to practise their skills, the “learn by doing” approach is required. One such programme that focuses on action-based virtues is that of the Jubilee Centre for Character and Virtues. The Jubilee Centre, as outlined in section 1.1.2, focuses on action-based virtues such as moral virtues to make moral choices, civic virtues, intellectual virtues to solve problems, and performance virtues.

Dewey (1909, in Pietig 1977:176-177) added all walks of life, including social life, to the large number of skills. He stated that teachers must bear in mind that schools should become vital social institutions in which learners acted through practical application of the virtues which were combined with their interests. The school as social institution not only unifies school ethics and social ethics, but also prepares learners for social living (Pietig 1977:176-177).

The emphasis on social skills ties in with the Social and Emotional Learning theory, which is discussed in section 1.2.4.3.

1.2.4.2 Ecological approach

The ecological approach focuses on improving the efficacy and power of classroom activities in which learners participate (Doyle (2006, in Osher et al. 2010:48). The ecological approach emphasises creating activities to engage learners by adapting content to individual interests, skills and needs and by providing learners with reasonable choices (Bear 2015:21).

The ecological approach can once again be traced back to Dewey. He encouraged educators to replicate the typical conditions of social life in classrooms in order to expose students to the same motives of behaviour and the same standards of judgement that adults face in society (Pietig 1977:176). According to Dewey (in White 2015:132), we should never educate directly, but indirectly by means of the environment.

1.2.4.3 Social and emotional learning (SEL) integrated in academic curricula

There is a growing body of research that demonstrates that schools lean towards the inclusion of SEL, as it greatly benefits the learner's development (Brunn 2014:265). SEL as an educational process is focused on skills and attitudes needed to function in social environments based on real-life problems (Elias et al. 2014: 272). Once again, Dewey's pragmatic approach (1933, as cited in Elias et al. 2014:274-275), becomes apparent in SEL as learners "practise" their skills when working collaboratively to enhance their social, emotional, cognitive and moral development. Dewey was among the first to

propose that empathy and effective interpersonal management are important skills to be conveyed and practised in the education environment (Elias et al. 2014:275).

SEL should be integrated into all academic curricula to benefit learners optimally (Jones & Bouffard 2012, in Brunn 2014:268). Combining school programmes with a SEL curriculum enhances the power of both programmes (Metzler, Biglan, Rusby & Sprague 2001, in Osher et al. 2010:48). To expose learners to social and emotional skills, a teacher should plan intentional social and emotional goals that are integrated with all academic instruction. Dewey had also emphasised that schools needed to be reorganised on a social basis (Pietig 1977:178).

1.2.4.4 Integration as teaching strategy of character education into all academic curricula

Not only should SEL be integrated into academic curricula, but Lickona states, in Bryant (2008:18) that “to be effective, character education must be comprehensive, intentionally making use of every phase of school life as an opportunity to develop good character”. Character education is not just a “trait of the month”, but rather integrated into every element of school (Shumer et al. 2012:431). Dewey criticised teachers for separating moral and intellectual training. He held that educational aims and values were themselves moral (Pietig 1977:176). Stiff-Williams (2010:117) states that we must widen our lens during instructional planning. Instead of examining an outcome based on cognitive emphasis alone, teachers should expand their view and analyse the standard for the opportunity to teach in the affective domain as well (Stiff-Williams 2010:117).

How do teachers integrate character education into all academic curricula? Stiff-Williams (2010:116) describes steps for achieving integration of character education into all academic curricula by reaching consensus on

- the values and character taught
- staff training
- support for teachers in implementing the values
- using assessments that can effectively evaluate aspects of character

Dewey's observations implicitly speak of a combination of SEL, moral and character education as first steps to integrative approaches (Elias et al. 2014:284). Figure 1.1 encapsulates school-based best practices for character education radiating from Dewey's theory. Schools must teach learners to care about both the purpose and the quality of their work (Elias et al. 2014:283-284). In Japan the schools developed an alternative for the classical moral education of Kohlberg (1989, in Araki 2014:309-311). In Japan, schools moved to a procedure where groups that came to the same judgement or a solution to a problem would express themselves through action, integrated and included in all subjects, rather than just verbal or written response in a set allocated time (Araki 2014:309-311).

Principles, approaches and teaching strategies that address challenging behaviour are discussed further in section 2.4

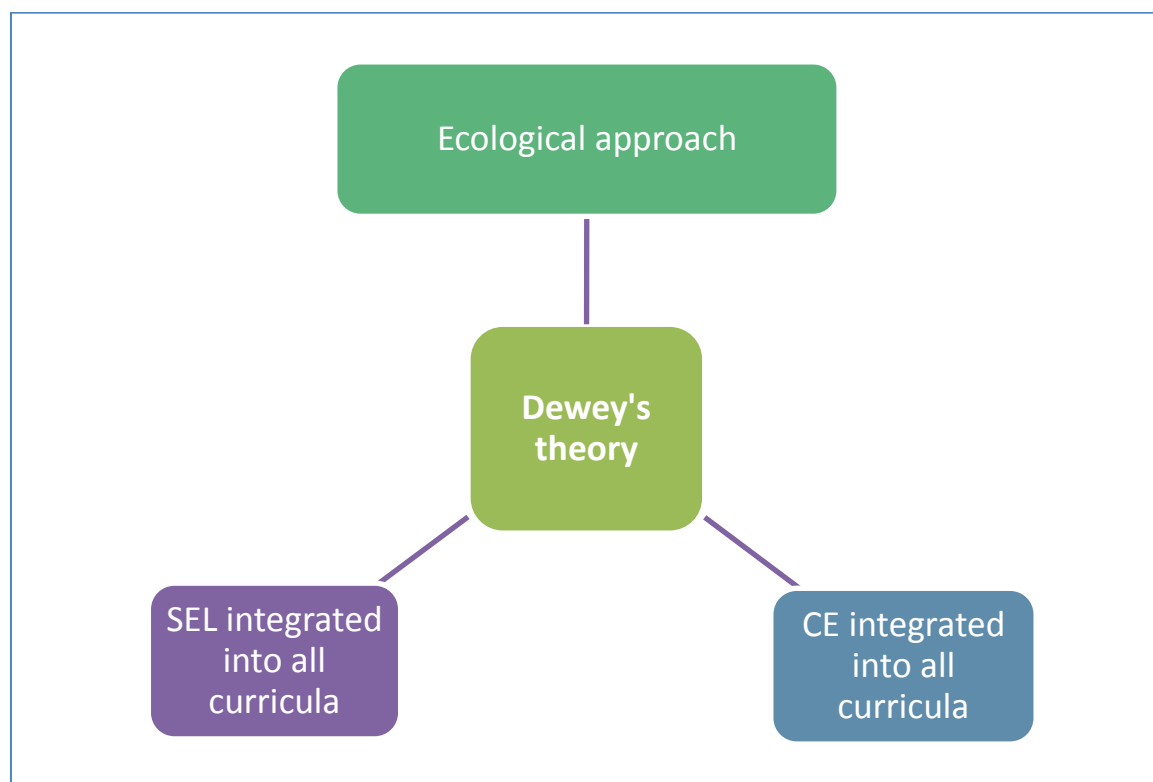


Figure 1.1: School-based best practices for character education radiating from Dewey's theory

1.3 THEORETICAL FRAMEWORK

Bandura's (1973) Social Learning Theory (SLT), discussed in Elias et al. (2014:279),

focused on the influence of modelling and observation and the way in which individuals draw from their experiences to create interactions with others. The SLT anchors this study, but the researcher is of the opinion that the SLT is best interpreted when the influence of SEL and the powerful role of the ecological environment through Dewey's theory of pragmatics are recognised (see Figure 1.1).

The SLT recognises that it is the individual's interpretation of the environmental possibilities that is the most powerful influence on behaviour (Elias et al. 2014:279-280). It is important to note that learners will not necessarily "catch" the character trait that they are exposed to by observation of others who portray good moral values (Elias et al. 2014:285). The researcher emphasises the importance of the integration of character education into "every phase of school life as an opportunity to develop good character" (Lickona, in Bryant 2008:18).

1.4 CONTROVERSIES AND CHALLENGES OF CHARACTER AND CHARACTER EDUCATION

There is little doubt about the growing contemporary interest in character education, with character organisations increasing in number (Berkowitz 1999:1). However, character education is not without its controversies and challenges. Some controversies and challenges relating to character and character education are mentioned in the subsequent sections.

1.4.1 Controversies regarding character education

In spite of character education's allegedly broad appeal, many recent initiatives in the field have been the target of rigorous criticisms from philosophers and others (Suissa 2015:106). Character education is a noble endeavour, but if it does not change the behaviour of the learners from a practical standpoint, it is of questionable value to the schools. It appears that little research has been done linking character education to how a learner behaves (Thompson 2002:33). Some important controversies regarding character education are highlighted below.

1.4.1.1 Controversy regarding which principles, approaches or teaching strategies to teach in character education

Character education entails the inculcation of specific values and virtues, but this raises the question of whose values are morally acceptable to teach (Pike 2010:312). If schools are to teach character, there must be a common definition on which everyone agrees (Thompson 2002:27). Challenges in evolving character education principles are the variety of theoretical stances, conceptual assumptions and curriculum characterisations which are to the detriment of moral education (Walker et al. 2015:80). Controversy arises over which of the principles of Aristotelian, Socratic, democratic, political perspectives, service learning and/or integrated programmes are the best for teaching character. (These approaches are discussed further in section 2.3.)

When different principles are considered for teaching character education, it is important not to look only at how learners gain through these principles, but also to consider what is lost when teaching according to certain perspectives (Glanzer 2000, in Pike 2010:313). (The principles and teaching strategies of character education are discussed further in section 2.4.)

In addition to the aforementioned, the effectiveness and influence of the design of different character education programmes should also be considered. Berkowitz and Bier (2006, in Walker et al. 2015:86) found that some character education programmes only effect positive change if the programmes are well designed and managed, and implemented and integrated into school culture.

1.4.1.2 Controversy regarding desired behaviour

Walker et al. (2015:87) question whether learners merely behave well because of learned ways of not being found out. With the focus on the possibility that learners only act the way they do to please the teacher, Walker et al. (2015:87) also question whether character education focuses on the reasons why learners behave the way they do, and whether character education could ensure a stable and consistent change instead of a mere adaptation to the school's environment and rules. Dewey's perspective is that learners have learned the skill of conformity to avoid consequences, and in turn are not

developing character or academic understanding. He adds that learners learn the exact amount of superficial attention that has to be given to satisfy the requirements of the teacher. However well behaved the learner might appear to be externally, he or she might be totally lacking in self-discipline (White 2015:137).

1.4.2 Challenges regarding character education

Some challenges that might hinder character education, such as how character education is perceived in theory and how it is implemented in practice, teacher training and lack of teacher confidence in character education are discussed below.

1.4.2.1 Character education theory and practice

There may be a discrepancy between theory and practice. Theorists and practitioners of character education should engage in more sustained networking, so that policy makers are more aware of what goes on in schools in order to restructure the educational priorities of character education (Walker et al. 2015:92).

1.4.2.2 Teacher training in character education

The challenges of character education lie not so much in the principles of character education, as in teacher training (Walker et al. 2015:79). Despite the obvious goodwill of character education teachers (including teachers of Life Skills or Life Orientation in South Africa), there is little training available, particularly at pre-service level (Berkowitz 2012a:1). The school-based practice of implementing and carrying through the principles has barely begun at institutional levels of teacher training and policy making (Walker et al. 2015:80). Consequently, students preparing to become teachers have very little substantive training available (Berkowitz 1999:1), leaving them ill equipped to develop the learner in a professional and reflective manner (Walker et al. 2015:91-93).

It is difficult to responsibly train teachers in character education without knowing what forms of character education are effective and what effects they tend to produce (Berkowitz 2011-2012:4). For any programme to be implemented it is important that teachers and administrators be re-educated or receive more training (Pietig 1977:178).

1.4.2.3 *Teachers' lack of professional self-confidence as character educators*

Teachers complain that they lack self-confidence as a role model for character education. The majority of teachers are unsure of what they can and should do as character education teachers (Ryan & Bohlin 1999, in Milson & Mehlig 2010:52). In addition, many teachers feeling this way may also depend on the ethos of the school, which may or may not support character education.

1.5 MISCONCEPTIONS ABOUT CHARACTER EDUCATION

Apart from various concerns and challenges in the implementation of character education, there are also various misconceptions concerning the concept of character education. Some misconceptions about character education are that it is old-fashioned, religious, conservative and situation-dependent (Walker et al. 2015:81). Some misconceptions of character education are discussed below.

1.5.1 The misconception of parent responsibility to teach character and virtue

There is a misconception that character education at school might be against the will of parents and learners. Some feel that learners must be taught moral values at home, or that when the learners are mature enough, they must decide on moral values themselves. However, evidence suggests that parents are happy if character issues are addressed at school (Seligman et al. 2009, in Kristjansson 2013:275). Ryan (1993, in Thompson 2002:22) states that the development of a child's character is clearly not the sole responsibility of the school; however, historically, schools have been major contributors because of the amount of time children spend at school.

1.5.2 The misconception of character and virtue education focused only on learner as individual

The misconception stands that character education is commonly understood in the context of the individual learner, neglecting issues such as class, gender, ethnicity and power relations. Kristjansson (2013:279) explains the developmental reason for

focusing on the learner as individual, as virtues are first taught in close personal experiences and later extended to societal concerns.

1.5.3 Misconception that John Dewey minimised the role of the teacher with more learner control

Dewey's critics accused him of seeking to weaken the learner, minimising the role of the teacher in developing character and using an approach that was without content. The misconception lies in that John Dewey called for a renewed focus on learner interest, not because he sought to weaken the learner's will, discipline or direction, but because he was determined to strengthen these qualities (White 2015:131). Dewey acknowledged, however, that indeed transmission of character needs the guidance of others and that teacher involvement would result in multiple and intimate contacts with learners to provide guidance (White 2015:132).

The researcher agrees with the discourse regarding some of the challenges, especially lack of adequate pre-service training in South Africa, and lack of professional self-confidence, which could affect instruction. The ill-conceived misconceptions are not relevant to this study. The researcher did not find substantial evidence to derail the intended study. On the contrary, this study could perhaps help to address some of the challenges, although that is not the intended focus of the study. The background overview concludes with arguments for character education.

1.6 ARGUMENTS FOR CHARACTER EDUCATION

Character education has always been the responsibility of primary schools and has changed over the years: from teaching Bible stories in the eighteenth century to the principle of effective socialisation in the twentieth century, to current programmes with different approaches and strategies for character education. Benning, Berkowitz, Kuehn and Smith (2006) state in Graff (2012:22) that many schools that have implemented character education programmes have experienced significant improvements in the areas of academic studies, behaviour and school culture. Solomon, Watson and Battistich (2002, in Stiff-Williams 2010:115) add an improvement in human relations to the list as well.

Character education programmes or curricula of three countries were discussed in section 1.1. According to the literature review, these programmes have shown significant impact in their implementation in schools and in various areas of the learner's life. For example, the CEP, which follows the Eleven Principles of Effective Character Education, reported an increase in attendance, involvement and academic achievement and a decrease in dropout rates in the schools.

1.7 RATIONALE FOR THE RESEARCH

The researcher has found, through 15 years of teaching experience in primary schools in the United Arab Emirates and in South Africa, that challenging behaviour among learners is a concern and represents a barrier to learning. The researcher has dealt with challenging behaviour through implementing various different prevention and management strategies commonly used in schools today.

Schools in South Africa set up a code of conduct, as prescribed in the South African Schools Act, as a preventative measure against challenging behaviour. The aims of the code of conduct are to establish a disciplined and purposeful school environment, dedicated to the improvement and maintenance of the quality of the learning process (Department of Education 1996:8). In some primary schools a strict class routine is a very effective, proactive preventative method, especially in the lower primary classes. Other examples of preventative measures used in schools are classroom planning, strong teacher-learner relationships and parent involvement (Prinsloo & Gasa 2016:554-556).

According to Moyo et al. (2014:4), strategies to deal with challenging behaviour include discipline such as tidying of classrooms, demerit systems, verbal warnings, detention, and additional work. Sanctions may even include being expelled from school, as expulsion, according to the South African Schools Act (Department of Education 1996:9), is another strategy for dealing with challenging behaviour. In her 15 years of primary school teaching and in a head of faculty position, the researcher has found that these strategies were short-term solutions. Addressing challenging behaviour to ensure continuous influence over a period of time was not achieved. Hence the positive

influence of character education, as discussed in 1.6, provides the rationale for the study.

1.8 PROBLEM STATEMENT

“Challenging behaviour causes the school’s effectiveness to break down in many schools and the culture of teaching and learning to collapse” (Mtsweni 2008:3). This consideration prompted the following problem statement:

How does the implementation of character education address challenging behaviour as a barrier to learning in a primary school in Gauteng?

Figure 1.2 depicts schematically how the researcher arrived at the problem statement. The researcher unpacked the broad field of character education through a background literature overview to formulate the problem statement.

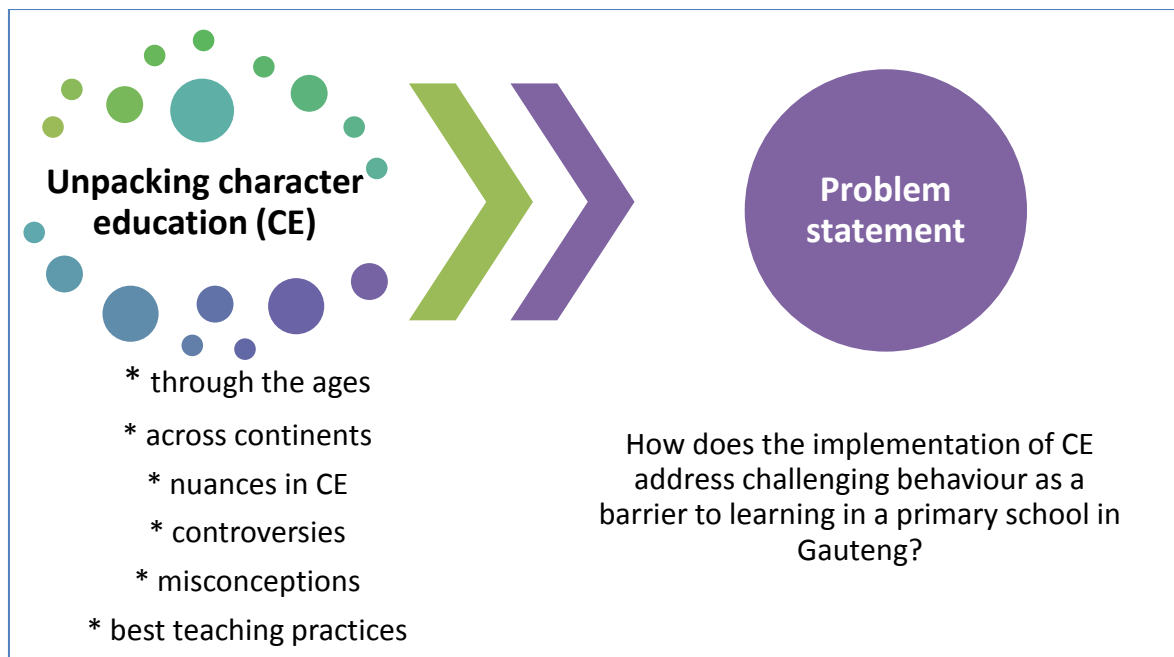


Figure 1.2: From unpacking character education to statement of the problem

The following **sub-research questions** narrowed the study closer to its focal point as depicted in 1.10, and they also assisted in answering the problem statement:

- What are the causes of challenging behaviour in schools?
- What do character education programmes that can be added to school curricula entail?
- What is the influence of character education in relation to challenging behaviour in schools?
- What is lacking in character education programmes?

1.9 AIM AND OBJECTIVES

The researcher has already mentioned in section 1.1 that she aimed at investigating character education programmes that schools can implement in *addition* to Life Orientation. In order to realise the aim and to find answers for the sub-research questions, the researcher set the following objectives:

- Conducting a literature study into the causative factors of challenging behaviour; approaches to character education; character education programmes; and the outcomes of these programmes with regard to challenging behaviour.

The study of character education programmes aimed at highlighting a particular programme that could be implemented in addition to Life Orientation. This programme should also promote the theoretical underpinning of this research, which vests in social and experiential learning, as well as modelling and observation.

- Conducting an empirical investigation at a primary school in Gauteng to explore the following:
 - What was the extent of challenging behaviour in Grade 7 prior to the implementation of character education additional to Life Orientation?
 - What does the additional character education in Grade 7 entail?
 - What is the influence of the additional character education in relation to challenging behaviour in Grade 7?
 - What is the prevailing challenging behaviour in Grade 7?
 - What is lacking in the additional character education?

1.10 DEMARCATION

This study is demarcated as follows:

- A primary school in Gauteng that implements a character education programme, in addition to Life Orientation for Grade 7 learners, which promotes social and experiential learning
- Proficiency in English

1.11 RESEARCH DESIGN AND METHODS

This phenomenological inquiry aimed to uncover and describe through a bounded case-study design how the lived experience of character education in Grade 7 at a primary school in Gauteng addresses challenging behaviour as a barrier to learning. This involved soliciting the opinion of six purposefully selected participants about challenging behaviour and character education, additional to the current Life Skills curricula. Phenomenological reflections on data, gathered through interviews, field observations and supported by document analysis to enhance the findings, guided the inquiry into the problem statement. Investigation of the phenomenon of character education also contributed to finding answers for the sub-research questions. Ethical considerations such as permission, consent or assent were woven like golden threads throughout the empirical investigation. The researcher assumed an interpretative stance in which the participants' lived experiences were a portrayal of *their* reality, and not an exact depiction that could be generalised.

Chapter 3 contains full details of the design.

1.12 CLARIFICATION OF CONCEPTS

The following section clarifies the concepts central to understanding the research.

1.12.1 Character

Having good character does not simply mean being competent as an individual. Good character includes being committed to making positive contributions to one's community, and to promoting a democratic way of life based upon justice, equality, and respect for all people. The clarification in this regard places strong emphasis on the social aspect of character (Battistich 2008:82).

1.12.2 Character education

Character education is the intentional intervention to promote the formation of any or all aspects of moral functioning that are largely school-based efforts (Berkowitz 1999:3). Battistich (2008:83) states that all dimensions of school life are used to foster character development and indicates various aspects such as content of the curriculum, process of instruction, quality of relationships, handling of discipline, conduct of co-curricular activities and the ethos of the total school environment. Not only is the importance of the school intervention recognised, but also family and community-based efforts that are central aspects of character education and development (Berkowitz 1999:3).

1.12.3 Challenging behaviour

Challenging behaviour refers to any behaviour that is sufficiently off-task in the classroom to distract the teacher and/or class peers from on-task objectives (Nash, Schlösser & Scarr 2016:167). Prinsloo and Gasa (2011:491) highlight the role of the social setting, cultural expectations, and implicit and explicit rules and expectations, as well as the learner as an individual.

Learners that present challenging behaviours in a classroom can change the climate of the classroom dramatically. Challenging behaviour is a term reserved for the set of disruptive or dangerous behaviours that are chronic, resistant to common interventions, and dramatically reduce the instructional experience for all learners in the classroom (Moreno 2011:364). Borman and Rose, in Prinsloo and Gasa (2011:491), state that challenging behaviour limits participation with peers or adults; it interferes with optimal learning and places the physical safety of others in jeopardy. Mabeba and Prinsloo

(2000, in Marais & Meier 2010:43) state that challenging behaviour does not only affect the classroom climate and teaching and learning, but also affects the fundamental rights of the learner to feel safe and to be treated with respect in the learning environment.

1.13 CHAPTER DIVISION

Chapter 1

Chapter 1 presents the introduction to the study (see summary below).

Chapter 2

In Chapter 2 the literature review elaborates on the manifold causes of challenging behaviour in primary schools. Principles and approaches of different character education programmes are discussed. The literature review highlights the influence of character education in addressing challenging behaviour by looking at which strategies are followed. A study of character education programmes identifies a particular programme that could be implemented in addition to Life Orientation.

Chapter 3

Chapter 3 provides in-depth details of the research design and methods, such as site selection, participants, data collection, data analysis, trustworthiness and ethical considerations.

Chapter 4

Chapter 4 presents the results and discusses the findings of the empirical investigation in detail.

Chapter 5

In Chapter 5 a summary of the literature findings and the empirical investigation is presented in relation to the problem statement. This is followed by a conclusion, discussion of limitations of the current study and recommendations for further studies.

1.14 SUMMARY

This chapter discussed the introduction, background, theoretical framework, conceptual framework, controversies and challenges, misconceptions, arguments for and need for research regarding character education. Furthermore, the problem statement and research sub-questions were formulated, together with the aim and objectives of the study. These were followed by the research design and methodology to undertake a sound empirical investigation.

Chapter 2 proceeds with a literature overview to investigate challenging behaviour and character education.

CHAPTER 2

CAUSATIVE FACTORS OF CHALLENGING BEHAVIOUR, CHARACTER EDUCATION APPROACHES AND PROGRAMMES

2.1 INTRODUCTION

When addressing challenging behaviour, one should always take into account the causes of the behaviour. Therefore, this chapter commences with the possible causative factors of challenging behaviour (in mainly the primary school). The chapter continues by examining character education programmes, including principles, approaches and strategies and their influence on challenging behaviour.

2.2 CAUSATIVE FACTORS OF CHALLENGING BEHAVIOUR

In Chapter 1 mention was made of a report that challenging behaviour in US schools occurs about every six seconds that the school is in session (Nelson 2002:10). The situation in South Africa is also alarming, as schools in South Africa are increasingly becoming sites of widespread violence (Burton & Leoschut 2013:1).

The researcher found a number of possible causes, ranging from *intrinsic* (within the learner), or *extrinsic* (outside the learner) to *intertwined* causes (a combination of intrinsic and extrinsic). Causative factors that put so many of the country's learners at risk for challenging behaviour are manifold; this has become a matter of urgency (Prinsloo 2007:155-156).

Intrinsic causative factors of challenging behaviour in primary school learners may include developmental stages of learning, difficulties with emotional intelligence and social intelligence, the need for belonging and the need for recognition (Marais & Meier 2010:5-7). Osher et al. (2010:48) highlight extrinsic causes – interactions that influence behaviour, such as teacher, learner and school culture; the learner's socio-economic status; and school and classroom composition. Lines (2003:28) emphasises the school ethos as a contributory factor. Marais and Meyer (2010:7) also highlight factors relating to the family as an important extrinsic cause of challenging behaviour. Prinsloo and

Gasa (2016:549) add to the list of extrinsic factors by including factors relating to the community.

Although one can discuss intrinsic and extrinsic causes under separate headings, there should be an understanding that one cannot really separate the causes, as they are often intertwined (Strydom & Lewis 2016:139). Johnson, Blum and Giedd (2009:219) support this argument, and stress that challenging behaviour is a function of multiple and complex interactions of causative factors. Figure 2.1 illustrates the overlap between intrinsic, extrinsic and intertwined causes.

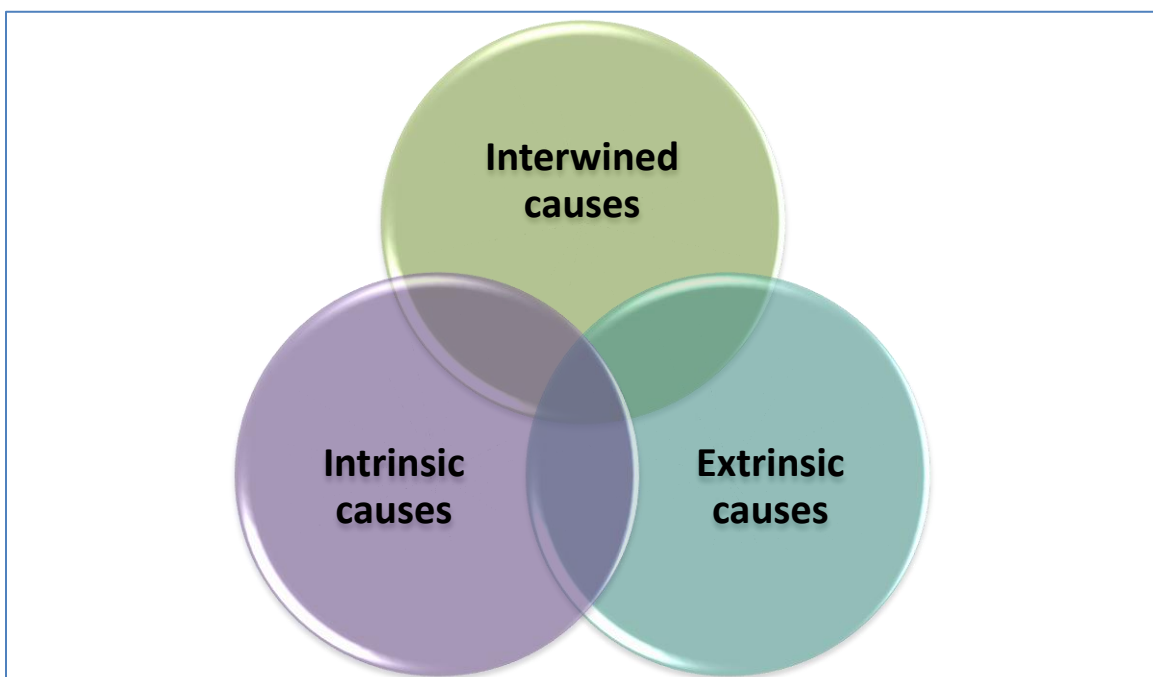


Figure 2.1: The overlap between intrinsic, extrinsic and intertwined causes

2.2.1 Intrinsic factors intertwined with extrinsic factors

Teachers must be aware of intrinsic and intertwined factors of primary school learners that cause challenging behaviour, since such knowledge could empower teachers in dealing with such behaviour. As mentioned in section 1.1, intrinsic factors such as autism spectrum disorder or medical and psychological conditions cannot be addressed by the teacher alone, and teachers have little influence on these conditions (Prinsloo & Gasa 2016:545).

It seems that there are numerous reasons why learners do not acquire a wide range of competencies which enable them to manage themselves and the different spaces they inhabit (Strydom & Lewis 2016:139). Challenging behaviour that could be related to a lack of these competencies, or life skills, includes physical, emotional, social, cognitive, motivational and moral aspects, which are discussed below. Other causative factors associated with developmental stages, also reviewed below, are situational intelligence, puberty, giftedness and substance abuse.

2.2.1.1 Physical intelligence

Physical intelligence can be defined as the ability to use the body as an instrument to manage everyday physical demands and to apply the body in unique ways to manipulate it and objects in different spatial set-ups (Strydom & Lewis 2016:140). Learners should reach different physical milestones at different stages of their lives. The most significant and general physical skills learners should master during the developmental years are (Strydom & Lewis 2016:140):

- Basic physical functioning
- Realising that each body is unique
- Understanding that the body needs healthy and regular eating habits
- Understanding illness and diseases and maintaining a healthy body
- Mastering gross motor skills, which enable learners to manipulate their bodies

There are many intrinsic reasons why learners do not develop these physical skills: Attention deficit hyperactivity disorder (ADHD) is an example of challenging behaviour that could be due partly to genetic factors. Individual physique and pace of development could play an important part, as well as a poor body image.

Extrinsic causative factors that might prevent the development of physical intelligence include factors such as poverty, malnutrition, homelessness and school failure to assist learners (Strydom & Lewis 2016:141).

2.2.1.2 *Emotional intelligence*

Although emotional and social development is construed as emotional intelligence (Marais & Krüger 2014:147), this study distinguishes between emotional and social intelligence. Oatley and Jenkins (1996, in Strydom & Lewis 2016:141) state that an emotion is created when a person evaluates an event of importance and an aim is formulated. “The core of an emotion is the readiness to engage in an activity and the planning of action. An emotion can thus be seen as a unique state which goes hand in hand with bodily changes, expressions and actions” (Strydom & Lewis 2016:141).

In recent years there has been an increased interest in the role of emotional intelligence in the emotional adjustment of learners in school (Humphrey, Curran, Morris, Farrell & Woods 2007:235). Romas, Kantor and Elias (2004, in Humphrey et al. 2007:235) state that an increasing number of authors argue that the current demands of society require additional skills in the areas of emotional awareness, decision making, social interaction and conflict resolution if learners are to go on to lead successful adult lives. Emotional intelligence (Salovey, Mayer & Caruso 2002, in Strydom & Lewis 2016:141) represents the ability to:

- Perceive, appraise and express emotion accurately
- Understand emotion and emotional knowledge
- Access and/or generate feelings when they facilitate cognitive activities and adaptive action
- Regulate emotions in oneself and others

McPhail (2004, in Humphrey et al. 2007:240) emphasises that the definitions of emotional intelligence are a progression through stages. The various stages can be seen as a pyramid, starting with emotional awareness, emotional application, emotional empathy and finally emotionality (self-awareness to guide decision making) as the highest level of emotional intelligence.

Many learners have little experience in dealing with their own emotions and quickly perceive emotional reactions from others as a threat (Strydom & Lewis 2016:142). If learners have to struggle inwardly with a sense of guilt and feelings of unworthiness,

inadequacy and inferiority, it is probable that their behaviour will not conform to what is expected by society or required for purely practical reasons; in other words, their behaviour will tend to be maladaptive (Marais & Meier 2010:45).

Anger and frustration represent negative emotionality, when learners are susceptible to distress (Lines 2003, in Shiner 2015:90). Other negative emotions associated with intrinsic risk factors contributing to challenging behaviour include jealousy, sadness, withdrawal and irritability. Owing to life experiences, young learners might have fears of dark rooms, masks, separation from a parent, bodily injury, bad people and thunder and lightning, among others (Robinson & Rotter, in Matthews 2010:5-6). However, learners who qualify as being emotionally intelligent will be less impulsive; they will develop inner self-control and use the energy that emotions create in a positive way (Strydom 2005:101).

Extrinsic causative factors that might prevent learners from mastering emotional intelligence skills include insufficient care from parents, unfulfilled needs of belonging and lack of education (Strydom & Lewis 2016:142).

2.2.1.3 *Social intelligence*

Ganzel (2001, in Strydom & Lewis 2016:143) defines social intelligence or social skills as “people skills”, which indicate an ability to successfully communicate and negotiate with others, to reveal personal needs and feelings, and give constructive feedback to others. Young learners who come from divergent circumstances will not always automatically know and understand the rules of others’ ideals and values. Many individual learners have great problems in adapting to social demands, and struggle to competently manage themselves in set-ups where people are part of the equation (Strydom & Lewis 2016:143).

Social reasons for challenging behaviour may include learners becoming angry because they feel unsupported by their teacher, or because they have been criticised unfairly, or due to the teacher’s not noticing bullying (Lines 2003:32).

The following social skills are of great value to learners: healthy relationships with others, empathy, problem solving, conversational skills and listening skills (Strydom & Lewis 2016:143). It is important to teach learners that there is a set of behaviours to follow to achieve success (Marais & Meier 2010:45).

Extrinsic causative factors that might prevent learners from mastering social intelligence are, for example, a parent engaging in poor emotional socialisation practices and insufficient learning experiences for learners. Teacher impact on learners can also contribute to the development of antisocial behaviour, especially in schools that do not have programmes in place to support social skills deficits (Strydom & Lewis 2016:143-144).

2.2.1.4 Cognitive or thinking skills (IQ)

Cognitive or thinking skills can be described as the part of the human involved in the internal mental processes “with a very distinct flavour of uniqueness” (Strydom & Lewis 2016:144). A few types of thinking skill are critical, reflective, problem-solving and conflict-resolution skills (Strydom & Lewis 2016:144).

“The cognitive dimension of being human is perhaps the most difficult part to describe, as it consists of so many intrapsychic processes, and the development thereof is influenced by so many external factors” (Strydom & Lewis 2016:144). For example, the brain of the adolescent (10 to 19 years, according to the World Health Organisation (2016)) matures well into the 20s, as opposed to earlier views that the brain is fully developed between 10 and 12 years (Johnson et al. 2009:216). The frontal lobes of the brain that are not yet fully developed may account for poor judgement and decision making, resulting in the risky behaviour that is often prevalent among adolescents.

Extrinsic causative factors that might prevent learners from mastering effective thinking skills include a restricting environment (poverty, hunger, illness); parents lacking knowledge to expose learners to cognitive opportunities; and the school’s lack of focus on developing young minds and higher-order thinking skills (Strydom & Lewis 2016:145). In turn, lack of thinking skills, such as problem-solving skills, could adversely influence behaviour.

2.2.1.5 *Motivational intelligence*

It is increasingly realised that it is important to cultivate learning motivation in schools (Hu, Jia, Plucker & Shan 2016:70). Murray (2001, in Strydom & Lewis 2016:145) contends that the motivational system is as much part of human existence as the competencies discussed above. Martin (2008, in Hu et al. 2016:70) defines motivation as learners' energy and drive that is followed by behaviour to engage, learn, work effectively and achieve their potential at school. Motivational intelligence refers to the ability of the learner to act successfully on a specific need or motive (Strydom & Lewis 2016:145).

Causative factors that might prevent learners from mastering motivational intelligence include (Strydom & Lewis 2016:146):

- The low drive of the learner (the learner does not see the need to act)
- The effort not equalling the final reward
- Learners not knowing which skills to apply when
- Learners being easily distracted and preferring to do something easier

Indirectly, some extrinsic causative factors, if negative, could hinder the mastering of motivational intelligence and contribute to challenging behaviour. Cited from various authors by Hu et al. (2016:71), they include:

- Characteristics of the school and classroom
- Ability grouping and learners' perceptions of their learning
- Classroom climate
- Social relationships with teachers and peers
- Parents' attitudes towards and expectations for their children
- Culture

2.2.1.6 *Moral intelligence*

Learners develop moral intelligence over a period of time by observing the behaviour of others, and by adopting and internalising the standards of right and wrong of their

society. Moral intelligence has a ring of spirituality to it as well. The simplest form of defining the concept *moral* is a person's understanding of what is right and what is wrong in specific situations and his or her related actions (Strydom & Lewis 2016:146).

According to Strydom and Lewis (2016:147), Bandura and Kohlberg summarise moral intelligence as:

- Learners identifying and internalising values of parents into ethical and moral conduct
- Morality developed by being rewarded and punished by adults
- Morality shaped by avoiding punishment to gain approval

Of note is that the extrinsic causative factor that might prevent or hinder learners from mastering moral intelligence skills includes adults that the learner sees every day. In turn, lack of moral intelligence may adversely influence behaviour. An example would be when an adult involves a minor in the commission of a crime.

2.2.1.7 Situational intelligence and temperament

The individual differences in a learner's behaviour, emotions and thinking are known as either temperament traits or personality traits. In the case of learners (as opposed to adults), the focus is on temperament rather than personality (Shiner 2015:85). Situational intelligence entails the surfacing of a talent which becomes evident when a situation arises to which a person has to respond and react (Strydom & Lewis 2016:147). Temperament traits and interactions with the environment could foster a learner's talent. Situational intelligence, combined with temperament traits, helps learners confronted with difficult situations to push themselves to achieve what they never thought possible (Strydom & Lewis 2016:147).

Najman, Bor, Anderson, O'Callaghan and Williams (2000:442) state that learners' temperaments are typically described on a continuum from "easy" to "difficult". Labelling learners as "difficult" could jeopardise their development of situational intelligence, resulting in challenging behaviour.

2.2.1.8 Puberty

Puberty is marked by changes in the body of primary school learners such as facial hair for boys and breasts for girls. These changes cause learners to experience a mixture of anxiety, excitement and pride which may lead to challenging behaviour (Vartanian 2005:424-425). Early puberty may also result in learners being teased by peers, influencing their self-image and behaviour negatively. During puberty, some learners might be exposed to age-inappropriate information and activities if they associate with older peers with whom they feel more comfortable (Vartanian 2005:425). These activities could include substance abuse or even sexually promiscuous behaviour. In adolescence, the types of behaviour most seen are increased risk taking, a shift towards peer-based interactions and increased novelty-seeking, which may result in dangerous and challenging behaviour (Johnson et al. 2009:218).

2.2.1.9 Giftedness

Giftedness is biologically rooted in the learner and is an inherent potential for extraordinary achievement (Kokot 2016:568). Gifted learners are justice orientated; they have a great concern for others and tend to be generous, idealistic, empathetic, socially gifted and energetic (Berkowitz & Hoppe 2009:136-137). Despite the positive aspects just mentioned above, Kokot (2016:572) reports that challenging behaviour that may be associated with giftedness includes carelessness, laziness, stubbornness, resistance to guidance and being critical of others.

2.2.1.10 Substance abuse

Substance abuse influences the brain chemistry and can lead to various phases of dependence, such as deterioration in school performance, deterioration in interpersonal relationships, involvement in violence, impaired inhibition and social judgement, as well as dependence on more dangerous drugs (Donald, Lazarus & Lolwana 2011:216-217). Substance abuse is a most obvious cause of challenging behaviour.

2.2.2 Extrinsic causes

As seen in all the intrinsic causes discussed in section 2.2.1, extrinsic causes are intertwined with most intrinsic factors. Moreover, learners will in all likelihood portray more challenging behaviour according to the risk factors in their environment (Hoffman, Knox & Cohen 2011:13).

Extrinsic risk factors in the immediate environment of the learner are factors such as crime, violence, gangs and drug abuse. Being exposed to a crime and drug-infested environment could cause tremendously challenging behaviour. It is obvious that the community plays an important role as a risk factor that might influence learners' behaviour.

Other risk factors discussed below include gender equality, socio-economic status, family and school related factors, as well as community factors.

2.2.2.1 Gender equality

Gender disparities at school level exist in that boys and girls are still treated differently. This has negative implications for boys if the system discriminates against them (Human-Vogel & Morkel 2017:8). In South Africa, gender equality focuses primarily on ensuring that girls achieve equality with boys. However, research done by Human-Vogel and Morkel (2017:8) found that boys may also suffer from gender disparity in a subtle manner which could also result in challenging behaviour.

2.2.2.2 Socio-economic status

Socio-economic realities like poverty, malnutrition, homelessness and a bleak future make it more difficult for parents to shape their children's behaviour. When learners come from disadvantaged environments, such as living in squatter camps, on the streets or in abusive family scenarios where, for example, language is coarse and loud and stealing is a way of surviving, they need to be taught appropriate behaviour in the classroom (Marais & Meier 2010:46).

2.2.2.3 *Family factors*

Research has shown that poor parental discipline and lack of parental warmth, sensitivity and attention, often due to factors such as divorce or job commitments, have been responsible for the occurrence of persistent challenging behaviour (Pienaar, 2003 in Marais & Meier 2010:46). Some home environments fail to a large extent to provide learners with the background conducive to the harmonious development of positive behaviour patterns. Some parents neglect their responsibility to inculcate norms and values and to serve as role models (Prinsloo & Gasa 2016:543).

2.2.2.4 *School-related factors*

Oosthuizen and Van Staden (2007) and De Wet (2003), both cited in Marais and Meier (2010:48), list school-related factors which may heighten challenging behaviour among learners, such as:

- A negative school climate
- Inadequacy of teachers as role models
- Teachers' professional incompetence
- Overcrowded schools

School-related factors that may contribute to challenging behaviour are discussed under the headings of ethos, curriculum and personnel below.

a) *The ethos of the school*

The ethos of the school may contribute to challenging behaviour. The fact that their teachers are often not physically present in class or absent from school would in all likelihood contribute to learners' challenging behaviour. The school's ethos in dealing with challenging behaviour could also be contentious if it does not meet the approval of all role players when they have different belief systems of how to deal with such behaviour (Lines 2003:26). If the school deals with the challenging behaviour without addressing the teachers' absence, parents might even instigate more challenging behaviour to voice their different views of dealing with such behaviour.

b) The curriculum

The curriculum content must be embedded in the context of the learners' culture and life world in order to be meaningful to them. Learners who find the curriculum meaningless and not targeted at an appropriate level could distance themselves from the task of learning and display various forms of challenging behaviour (Prinsloo & Gasa 2016:548).

c) The school personnel

The principal and teachers have an important influence on the attitude and behaviour of the learners in the school. Teachers are the people who have the most influence on learners' behaviour and performance. Teachers who are not well qualified and who lack the skills to decide class routine, activities, curriculum, teaching methods and the like cause learners to be unwilling to learn, which could result in disruptive behaviour (Prinsloo & Gasa 2016:547).

2.2.2.5 Community factors

As regards the global community, developments in the mass media, with specific reference to social media and television, make it possible to be instantly aware of what is happening around the world. Messages of the mass media and the advertising, fashion and entertainment world are often in direct conflict with sound values (Prinsloo & Gasa 2016:549) and contribute to challenging behaviour.

One of the topics mentioned in section 1.9, namely a literature study regarding approaches to character education, is discussed below.

2.3 CHARACTER EDUCATION APPROACHES

There are controversies regarding which values, principles or approaches to teach in character education (Pike 2010:312). With the evolution of character education a variety of principles and approaches, as mentioned in section 1.4.1.1, must be considered.

Controversy arises as to which of the principles: Aristotelian, Socratic, democratic, political, service learning and/or integrated programmes, are best to teach character. Davies et al. (2005:348) are of the viewpoint that any one approach, in broad terms, is no better than another, although they point out that character and citizenship education drew from very different sources of inspiration.

The subsequent sections look briefly at five different approaches, namely (1) Aristotelian, (2) Socratic, (3) democratic citizenship, (4) political perspectives and (5) service learning through integration approaches.

2.3.1 Aristotelian approach

The Aristotelian theory is to take the step to *full virtue*, by choosing the right actions and emotions for the right reasons and motives (Walker et al. 2015:85). Aristotle also emphasised that virtues are developed by an individual over time. Developing character in order to become a certain kind of person does not amount to merely doing certain things (Arthur 2014:44). Aristotle suggested that there are clear developmental stages in education that involve training the body, the character and the intellect (Arthur 2014:44).

2.3.2 Socratic approach

The Socratic approach primarily involves *discussion* and *simulation*. Elkind and Sweet (1997, in Thompson 2002:28) describe the Socratic approach as a technique where the teacher asks questions that lead the learner to examine the validity of the belief. The Socratic approach forces the learner to go to great extremes to defend a belief or truth that is not compatible with the learner's stated belief. This approach is a powerful one, as it promotes ethics, values and other character aspects (Thompson 2002:28).

2.3.3 Democratic citizenship approach

Democratic engagement involves action concepts such as *dialogue*, *participation* and *interaction* (Young 2000; Gutmann 2003; Benhabib 2011, all cited in Waghid 2015:254). Belonging, as evident in concepts such as attachment (Yuval-Davis 2011, in Waghid 2015:254), constitutes the liberal agenda of democratic citizenship education.

Democratic citizenship education is deliberative engagement and freedom of articulation in which people's *individual and social rights* are foregrounded (Waghid 2015:254).

2.3.4 Political perspectives

“Political” is understood as the *whole realm of human enquiry and experience*, bound up with moral questions; it touches on the question of how people live together. These issues are brought back to the classroom as real-life issues (Suissa 2015:114). People have to care about the issues and believe that it matters what they think and do civically and politically, and that it is possible for them to make some kind of difference (Colby 2014:378).

2.3.5 Service learning through the integrated approach

Service learning is where learners undertake some type of *service project*, typically with the purpose of assisting others or making the community a better place to live. A programme integrated into all subjects infuses service learning through character education throughout the school environment (Thompson 2002:29). Service learning linked to the school curriculum has been shown to influence character development and academic achievement (Billig 2002, in Berkowitz & Bier 2014:256). Tim Stanton's (1991) article on “Service learning: groping toward a definition”, cited in Shumer et al. (2012:432), suggests that service learning is both pedagogy and philosophy.

These encompassing approaches are embodied in character education programmes which are discussed in section 2.4.

2.3.6 Merging character education approaches with theoretical framework

In order to bring the research closer to investigating character education programmes that schools could implement in addition to Life Orientation (section 1.9), which are nested within the ambit of the study's theoretical framework (section 1.3), the following comparison is presented in Figure 2.2.

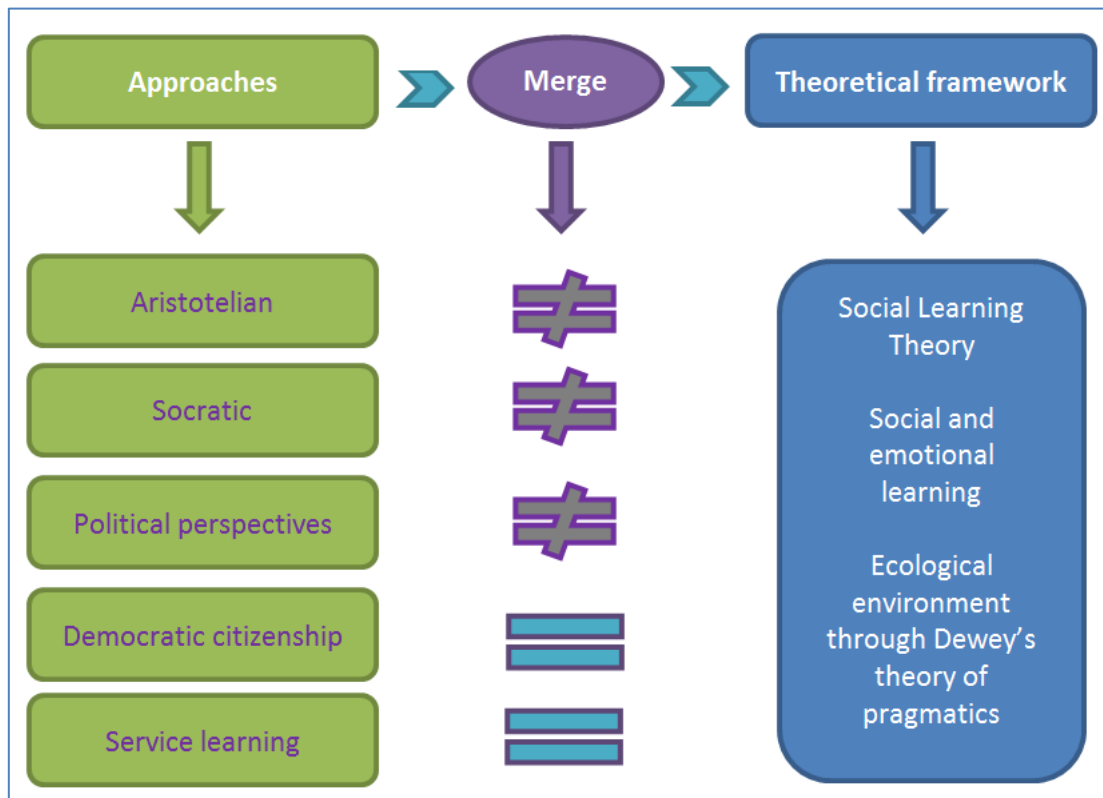


Figure 2.2: Merging character education approaches with the theoretical framework

Figure 2.2 shows that Democratic citizenship and Service learning approaches are attuned to the study's theoretical framework. Hence, the research aimed to identify democratic citizenship and/or service learning programmes that schools could implement in addition to Life Orientation.

2.4 CHARACTER EDUCATION PROGRAMMES

Character education was for many years a deeply unfashionable idea, owing to its “historical associations with various forms of religious and moral indoctrination of the young” (Grace 2003, in Suissa 2015:105). Character education is an intentional intervention to promote the formation of any or all aspects of moral functioning that are largely school-based (Berkowitz 1999:3). Battistich (2008:83) agrees, stating that all dimensions of school life are used to foster character development.

Three character education programmes, the CEP, the Jubilee Centre's framework and the subject of Life Orientation, have already been introduced in the first chapter. These programmes are now further explored in terms of their principles, approaches,

strategies and influence on challenging behaviour. One of the objectives stated in section 1.9 comprised the studying of character education programmes in order to find a particular programme that could be implemented in addition to Life Orientation. Through reflection on the CEP and the Jubilee Centre's framework, as well as taking cognisance of the Life Orientation curriculum, a fourth programme was identified and is presented below. When reviewing these programmes it is also important to consider what is lost by overemphasising what is agreed upon (Glazer 2000, in Pike 2010:313). The question of what is lacking in character education programmes is addressed in section 2.5.

2.4.1 The character education partnership (CEP) in the US

The CEP, as discussed in section 1.1.1, states in its "Eleven principles of effective character education" that there are widely shared core ethical values that form the basis of good character (Hoge 2002:104).

2.4.1.1 Principles, approaches and strategies of the CEP

a) Principles

The first principle of the CEP speaks to promoting core ethical and performance values as the foundation of good character (CEP 2010:2). The first principle concludes by stating both the social and democratic rationales for the development of the values that affirm human dignity, and by defining rights and responsibilities in a democratic society (Hoge 2002:104). It is important to note that the CEP emphasises that basic human values transcend religious and cultural differences and express common humanity (CEP 2010:2).

Principle five of the CEP further reinforces the social rationale by providing opportunities for moral action (CEP 2010:10). The CEP emphasises that learners are constructive learners who learn best by doing; they should be involved in varied opportunities with real-life challenges (CEP 2010:10).

Principle six focuses on the individual learner and diversity instruction regarding the diverse skills, interests and needs of all learners (Hoge 2002:104).

b) Approaches

In Hoge's (2002:104) review of the eleven principles, he concludes that character education should be actively demonstrated to individuals for the good of society.

Hoge (2002:104) noticed that democracy is mentioned only once and that the principles are more directly related to the full and powerful exercise of citizenship. Citizenship education, according to Haydon (2005, in Davies et al. 2010:347) focuses on social and political frameworks. These frameworks, according to Hoge (2010:105), are knowledge about politics that has evolved through history and currently includes knowledge of the core values of democracy.

It is noted that blurred boundaries exist between the four approaches (Aristotelian, Socratic, democratic citizenship and political) discussed at sections 2.3.1 to 2.3.4.

On the other hand, Shumer et al. (2012:431) examined the eleven principles of the CEP and found stronger connections with service learning. Shumer et al. (2012:432) argue that service learning presents *challenges*, in the language of character education (as opposed to other definitions of service learning). These challenges are:

- (1) True moral challenges
- (2) Opportunities for learners doing the service to learn about those they serve
- (3) Opportunities for those they serve to learn about their own challenges and acquire knowledge and skills to address them

From the discussion above it appears that the CEP embodies aspects of all five different approaches, namely Aristotelian, Socratic, democratic citizenship, political perspectives and service learning.

c) *Strategies*

The pedagogical strategies that the CEP applies are professional development prior to implementation, interactive teaching strategies, family and community participation and modelling or mentoring.

Professional development is deemed critical. While professional development is not often thought of as a pedagogical strategy, it is essential for effective pedagogy. Berkowitz and Bier (2005:19) state that character education does work if implemented effectively. Therefore, professional development as a pedagogical strategy is of high importance.

Interactive strategies such as peer discussions, role-playing opportunities and cooperative learning are successful strategies used for implementation of the CEP (Berkowitz & Bier 2005:7). The researcher considers “active demonstration to individuals” or service learning (discussed above) as an ultimate interactive strategy.

2.4.1.2 Influence on challenging behaviour

The CEP (n.d.:160) reported improvement in behaviour, school culture and peer interaction. Significant transformation was reported in pro-social behaviour such as cooperation, while respect and compassion were replacing negative behaviour such as violence, disrespect, apathy and underachievement.

2.4.2 Character education in the UK

It has already been mentioned in the first chapter that character education gained a strong academic foothold with the establishment of the Jubilee Centre for Character and Virtues at the University of Birmingham in the UK.

2.4.2.1 Principles, approaches and strategies of character education in the UK

a) Principles

The Jubilee Centre devotes a significant part of the programme to the virtues of character and to the theological insights into character (Arthur 2003, in Davies et al. 2005:348). The programme of the Jubilee Centre is concerned with the virtue of justice (Suissa 2015:107). Arthur (in Davies et al. 2005:348) points out that we are, as Aristotle reminds us, what we repeatedly do.

The Jubilee Centre focuses on four key virtues in its programme, as already mentioned. These virtues are (1) the moral virtue to make choices; (2) the civic virtue to live successfully in communities; (3) the intellectual virtue to solve problems; and (4) the performance virtues such as resilience (Lickona 2015:4).

The teacher's guide of the Jubilee Centre aims at making teachers and learners aware of the process of growth in virtue. They should not only develop a vocabulary of the virtues, but an understanding of the process of learning to live a good life.

b) Approaches

Although James Arthur (cited in Suissa 2015:109) of the Jubilee Centre claims that character education can be understood as a specific approach to moral or values education, which is consistently linked to citizenship education, a strong Aristotelian approach is evident in the Jubilee Centre's programme. However, the researcher supports Arthur's notion of the consistent link between character education and citizenship education (cited in Suissa 2015:109), having already mentioned the blurred boundaries between the approaches at section 2.4.1.1(b).

c) Strategies

The strongest pedagogical strategy of the Jubilee Centre is the widely developed range of outstanding teaching resources for schools. The resources are freely available and have proved to be extremely popular. The centre disseminates its pedagogical

understanding through various platforms, including newsletters, blogs, films, academic publications, conferences and free interactive online courses which have proved to be very successful (Arthur, Thompson & Wartnaby 2012-2015:16-24).

2.4.2.2 Influence on challenging behaviour

Research on challenging behaviour per se has not been conducted yet. The Jubilee Centre conducted case-study research in UK schools to explore the influence of character education. These case studies highlighted the most pertinent features of character education in each school. Identified features included the following (Arthur & Harrison n.d.:6-35):

- Reflection linked with curriculum
- Communication of character
- Development of service learning mindset
- Responsibility and respect

2.4.3 Reflecting on the CEP and UK character education – the way forward

The researcher could not find research related to the influence of the Jubilee Centre's programme on challenging behaviour. Although she acknowledged that the programme would probably improve behaviour, she did not consider the programme suitable for implementation in addition to Life Orientation. Her decision was informed by the strong Aristotelian and weak service-learning approaches, which were not compatible with the study's theoretical framework in section 2.3.6.

Although the CEP is suitable for implementation in addition to Life Orientation, the researcher is somewhat cautious about the transferability of a first-world (US) programme to a developing country such as South Africa.

Figure 2.3 illustrates the processes that have thus far been applied in search of a suitable programme. The filtering process encompasses the discussion of five approaches, after which a possible merger between these approaches and the theoretical framework was indicated in section 2.3.6. Subsequently the researcher explored two character education programmes. After comparing the compatibility of the

two programmes' approaches with the theoretical framework, the researcher considered one programme suitable for implementation in addition to Life Orientation. However, when the two worlds (first world vs. developing country) were considered, the researcher also had some reservations about the one remaining programme.

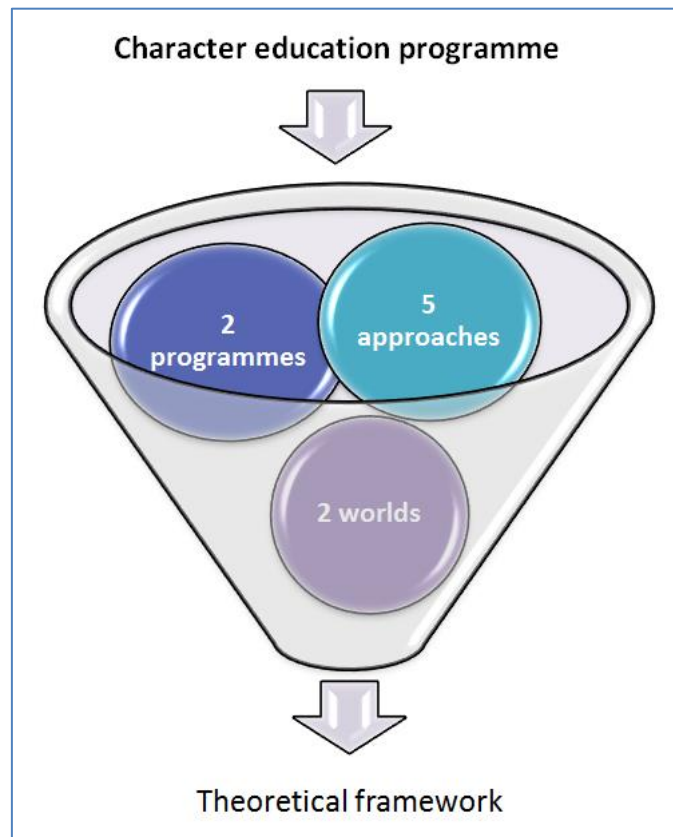


Figure 2.3: Filtering process to identify a suitable character education programme

With Africanisation in mind, the researcher extended her search for a programme. However, cognisance should be taken first of the existing Life Orientation curriculum. Therefore, the Life Orientation curriculum is now discussed and followed by a programme suitable for implementation in addition to Life Orientation.

2.4.4 Character education in South Africa – Life Orientation/Life Skills

The curriculum of the Life Orientation and Life Skills subjects forms an excellent basis for equipping learners to respond positively to social demands, assume responsibilities and optimise their life chances (Prinsloo 2007:155). Life Orientation is the study of the self in relation to others and the society (DoE 2003:9).

2.4.4.1 Principles, approaches and strategies of Life Orientation/Life Skills

a) Principles

As already mentioned in section 1.1.3, the subject Life Orientation or Life Skills for all grades in the National Curriculum Statement (NCS) is based on principles such as social transformation, active and critical learning, high knowledge and skills, progression, awareness of human rights and inclusivity, valuing indigenous knowledge systems and credibility, as well as quality and efficiency (DoBE 2011a:4).

Life Skills or Life Orientation can be described as a tool the learner should be equipped with to have insight into and to manage life tasks (Strydom & Lewis 2016:149). These tasks guide and prepare learners for the responsibilities and possibilities of life and impart the necessary knowledge, skills, attitudes and values (Department of Education 2003:9).

b) Approaches

Life Orientation takes a holistic approach to learners' development with regard to their personal, social, intellectual, emotional, spiritual, motor and physical growth (Geldenhuys, Kruger & Moss 2013:301). The development of the Life Orientation curriculum has brought teachers and educational planners to the realisation that the only hope of reaching children at risk lies in a holistic support system (Prinsloo 2007:156). The vision of Life Orientation is to facilitate individual growth so as to contribute towards the creation of a democratic society, a productive economy and an improved quality of life (DoE 2002:4).

Life Orientation is an integrative, multidisciplinary subject which can be incorporated successfully with all other subjects (Geldenhuys et al. 2013:301).

Table 2.1: Comparing character education approaches with Life Orientation

Life Orientation	Approach	Attribute of approach
Facilitates individual growth towards a better society	Democratic citizenship	How people live together
The creation of a democratic society	Political perspectives	People can make some kind of a difference
Improved quality of life		
Human rights and inclusivity	Democratic citizenship	People's individual and social rights are foregrounded

Table 2.1 shows the parallels between Life Orientation and two of the five different approaches that were discussed in section 2.3. It is clear that the democratic citizenship approach features predominantly in Life Orientation. Arthur's notion of the consistent link between character education and citizenship education (cited in Suissa 2015:109) has already been stated in section 2.4.2.1(b). A character education programme suitable for implementation in addition to Life Orientation should thus comprise democratic citizenship in compliance with the theoretical framework.

Bandura's Social Learning Theory or SLT (see section 1.3), which underpins this study together with the SEL, focuses on the influence of modelling and observation and the way in which individuals draw from their experiences to create interactions with others. This relates to the service learning approach in section 2.3.5. The service learning approach seems even more appropriate when the influence of Social and Emotional Learning (SEL) and the powerful role of the ecological environment in Dewey's theory of pragmatics are recognised.

c) Strategies

The pedagogical strategies relating to training and support for teachers are not always as successful as intended (Prinsloo 2007:169). Prinsloo (in Geldenhuys et al. 2013:313) also views the character and moral standards of the teacher responsible for teaching Life Orientation as contributing to successful strategies.

2.4.4.2 *Influence on challenging behaviour*

The researcher could find only limited research on Life Orientation in South Africa. Although it is not specifically related to challenging behaviour, it does remark on good behaviour, which also falls within the scope of this study. Information on the significance, empowerment and enrichment, or lack thereof, of Life Orientation is reported below.

Rooth (2005, in Geldenhuys et al. 2013:309) found that although learners express positive views on Life Orientation, they generally still need to actualise their ideas. A research study found that the attitudes of learners at private schools and former Model C schools towards Life Orientation were negative; they were not interested in Life Orientation and stated, for example, that “they teach us nothing” (Van Deventer 2009, cited in Geldenhuys et al. 2013:309). It stands to reason that if learners are negative towards Life Orientation, then it cannot positively influence challenging behaviour. However, the learners from disadvantaged schools, such as township schools, attributed relatively high value to Life Orientation (Geldenhuys et al. 2013:313).

An extensive literature search on character education programmes yielded the Youth Citizens’ Action Programme, which is discussed below.

2.4.5 Youth Citizens’ Action Programme (YCAP)

The YCAP complies with the identified requirements, as shown by the line of argumentation below:

- The programme should be Africanised and attuned to the study’s theoretical framework (section 2.4.3).
- Democratic citizenship and service learning approaches are attuned to the study’s theoretical framework (section 2.3.6).
- The democratic citizenship approach features strongly in Life Orientation (section 2.4.4.1).
- A suitable programme in addition to Life Orientation should comprise democratic citizenship in compliance with the theoretical framework (2.4.4.1).

- The service learning approach is in line with the theoretical framework (sections 2.3.5 and 2.4.4.1).
- The YCAP can be summarised as Africanised, with democratic citizenship and service learning approaches.

The YCAP is partnered in South Africa by the Deutsche Bank South Africa Foundation (the primary sponsor of YCAP since its inception) and the non-profit organisation, Empowervate.

2.4.5.1 Principles, approaches and strategies of the YCAP

a) Principles

The principles of the YCAP are contained in the toolkit provided. The toolkit consists of twelve steps to follow in order to participate in an active programme that empowers learners. These steps include:

- How to form and manage a team
- Roles and responsibilities
- Research, analysis and mapping
- Identifying and describing the problem
- Finding the target markets and brainstorming solutions
- Planning the actions and budgeting
- Managing the team and doing the actions
- Showing evidence and proving impact and sustainability
- Communication and motivation
- Personal and team development analysis
- Completing the portfolio
- Developing public speaking and presentation skills

In the researcher's opinion, the YCAP's toolkit could support the Life Orientation principles of social transformation, active and critical learning, as well as human rights and inclusivity (section 2.4.4.1(a)).

b) Approaches

The toolkit focuses on learner skills through following the twelve steps to develop the learners' own active citizenship programmes in their schools, which help to empower and motivate learners (YCAP 2011-2013:7). Through active citizenship, learners provide services to the community by following the steps of planning a solution that will have an impact on the community. The programme also provides a platform for public performance activity through the learners' presenting their problems and the solutions they have identified.

Research has shown that service learning, when done well, produces outcomes related to character development and citizenship education. Service learning is developed in collaboration with the community (Shumer et al. 2012:430). Service learning is evident in the YCAP's programme, as it strives to work with the community in solving a problem in the learner's community.

The researcher finds further rationalisation for the implementation of the YCAP in the following arguments related to approaches:

- Character education should be actively demonstrated to individuals for the good of society (section 2.4.1.1(b)).
- Service learning presents challenges to learners (section 2.4.1.1(b))
- Arthur's notion of the consistent link between character education and citizenship education (cited in Suissa 2015:109) has already been stated in sections 2.4.2.1(b) and 2.4.4.1(b).

c) Strategies

The pedagogical strategies of the YCAP include (YCAP 2011-2013:65):

- Discipline and assertiveness
- Links with the local community
- Time management
- Time for planning

- Opportunity for feedback on real-life problems
- Teamwork
- Responsibility
- Commitment

2.4.5.2 Influence on challenging behaviour

The researcher could not find any empirical research about the influence of the YCAP programme on challenging behaviour. Research conducted by the YCAP (2011-2013:8-30) found that learners strongly agreed or agreed that the programme promoted skills such as working in a team, discipline, listening skills, respect, critical thinking and decision making. These skills could possibly influence challenging behaviour.

2.5 WHAT IS LACKING IN CHARACTER EDUCATION PROGRAMMES?

As stated at the beginning of the discussion on character education programmes in section 2.4, it is also important to consider what is lacking in these programmes. One aspect could be overemphasised at the cost of another. Democratic citizenship and political perspectives are discussed below.

2.5.1 Democratic citizenship

In several of the character education programmes discussed above one of the key approaches is that of citizenship. Hoge (2010, in Suissa 2015:107) states that citizenship education includes the core values of democracy. However, Boyd (2011, in Suissa 2015:107) states that democratic citizenship deserves to have a far more rigorous and central concern. In a society such as that of the US, where issues of oppression on the basis of class, race and gender are so deep-rooted and pervasive, educational interventions concerned with democratic citizenship should include matters of justice and social ontology (Suissa 2015:107).

The need for democracy education has been recognised by many European organisations and institutions as well. In European countries the content of the school curriculum and sometimes even the teaching methods are prescribed at a provincial or

national level (Edelstein & Krettenauer 2014:397). Waghid (2015:253) agrees with Suissa (2015) and Edelstein and Krettenauer (2014) that democratic citizenship needs to be addressed. Waghid (2015:253) states that the Department of Basic Education in South Africa has not produced sufficient plausible ways to teach democratic citizenship and that it has not been adequately realised in schools in South Africa.

Taking the above into consideration, to include more democratic citizenship in character education programmes, it is also important to note the enormous difficulties in assessing, evaluating and monitoring educational performance with regard to democracy education and in turn citizenship education (Edelstein & Krettenauer 2014:398). For many European countries the idea of schools as agents of democracy is still relatively new and therefore challenging on many different fronts.

2.5.2 Political engagement in civic and citizenship education

The notion of “political” has, it seems, been displaced by the emphasis on citizenship and virtues. Eurydice (2012, in Edelstein & Krettenauer 2014:398) found in a study that teachers ranked “political engagement” last, whereas the more traditional role of “promoting knowledge of citizens’ rights and responsibilities” was ranked first as the most important aim for civic and citizenship education.

The word *political* rarely appears in the statements and proposals of the Jubilee Centre in the UK. With its focus on excellence, the Jubilee Centre has a robust and rigorous research and evidence-based approach that is objective and non-political (Arthur et al. 2012-2015:2). However, according to Walker et al. (2015:85), the Jubilee Centre focuses excessively on the virtues of achievement of the learners apart from their sociocultural contexts, hence neglecting issues of gender, class, ethnicity and power relations.

Suissa (2015:110) contends that when “the political” is used in work about citizenship and character education, it is generally done in the context of “political participation”. That is, to prepare learners for participating in something already defined as the political system (Suissa 2015:110). The learners are not engaged only in meaningful thought

and discussion about what such a system is, but rather what participation looks like and why it may be valuable (Suisa 2015:110).

The researcher considers John Dewey's approach in 1.2.4.1 in relation to the above discussion on what is lacking in character education. Through John Dewey's approach (1963, as cited in Edelstein & Krettenauer 2014:387) learners will encounter "existential and social experience" that is grounded in a democratic form of life. Dewey's pragmatic approach (1909, as cited in Parker 2014:358) leads to engagement where learners use their minds well to think critically and to value and use scientific inquiry. Learners should not be told to what ends they should use these competencies, but left free to determine their own ends and path (Parker 2014:358). This will ground political engagement.

2.6 SUMMARY

The objectives in 1.9 stated that a literature study would be conducted into the causative factors of challenging behaviour; approaches to character education; character education programmes; and the outcomes of these programmes with regard to challenging behaviour. Table 2.2 provides a summary of the literature study in relation to the sub-research questions posed at section 1.8.

Table 2.2: Summary of literature study in relation to sub-research questions

Problem statement: How does the implementation of character education address challenging behaviour as a barrier to learning in a primary school in Gauteng?			
Sub-research questions as in section 1.8			
1. What are the causes and extent of challenging behaviour in schools?	2. What do character education (CE) programmes that can be added to school curricula entail?	3. What is the influence of character education in relation to challenging behaviour in schools?	4. What is lacking in character education programmes?
1.1 Challenging behaviour * Violence * Bullying * Disruptiveness * Class cutting * Cursing * Refusal * Defiance * Fighting * Vandalism * Behaviour that interferes with teaching & learning * Verbal interruptions * Off-task behaviours * Excessive physical movement * Disrespect 1.2 Causative factors to challenging behaviour at school <u>Intrinsic factors:</u> Physical intelligence	2.1 Approaches * Aristotelian – full virtue * Socratic – discussion & simulation * Political perspectives – whole realm of human enquiry & experience * Democratic citizenship – dialogue, participation & interaction * Service learning through integration approaches – service project to better community * Holistic approach – personal, social, intellectual, emotional, spiritual, motor & physical growth 2.2 The CEP (USA) <u>11 principles:</u> * No 1: core ethical & performance values = foundation of good character * No 5: opportunities for moral action, i.e. doing * No 6: diversity instruction for all learners <u>Approaches:</u> In summary: CE should be actively demonstrated to individuals for the good of society	3.1 Improvements in areas of: * Behaviour * School culture * Human relations * Learner attendance * Involvement * Dropout rates * Peer interaction * Pro-social behaviours e.g. cooperation, respect & compassion * Skills such as working in a team, discipline, listening skills, respect, critical thinking & decision making 3.2 The CEP Improved behaviour, school culture & peer interaction Significant transformation in pro-social behaviour such as cooperation; respect & compassion, replacing negative behaviours such	4.1 Democratic Citizenship: For issues of oppression on the basis of class, race & gender – include matters of justice & social ontology Enormous difficulties in assessing, evaluating & monitoring educational performance re democracy education & citizenship education 4.2 Political Engagement in Civic and Citizenship Education: The notion of “political” has been displaced by the emphasis on citizenship & virtues

<p>Emotional intelligence Social intelligence Cognitive or thinking skills Motivational intelligence Moral intelligence Situational intelligence Puberty Giftedness Substance abuse</p> <p><u>Extrinsic factors:</u> Gender equality Socioeconomic status Family factors School related factors: * Ethos of the school * The curriculum * The school personnel Community factors</p>	<p>Conclusion: The CEP embodies aspects of all five different approaches at 2.1</p> <p><u>Strategies:</u> Professional development, interactive teaching strategies (peer discussions, role-playing opportunities & cooperative learning), family & community participation + modelling or mentoring</p> <p><u>2.3 Jubilee Centre's programme (UK)</u> 4 key virtues: (1) moral virtue to make choices (2) civic virtue to live successfully in communities (3) intellectual virtue to solve problems (4) performance virtues such as resilience Summary: process of <i>growth</i> in virtue = to develop an understanding of the process of learning to live a good life</p> <p><u>Approaches:</u> Aristotelian approach is evident Moral or values education is consistently linked to citizenship education</p> <p><u>Strategies:</u> Wide range of free outstanding teaching resources Various platforms e.g. newsletters, blogs, films, academic publications, conferences & free interactive online courses</p>	<p>as violence, disrespect, apathy & underachievement.</p> <p><u>3.3 Jubilee Centre's programme (UK)</u> No research conducted yet</p> <p><u>3.4 YCAP</u> No research conducted yet</p>	<p>Issues of gender, class, ethnicity & power relations are neglected</p>
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2.4 YCAP

Africanised

Toolkit with 12 steps – active participation to empower learners

Approaches:

Learners develop active citizenship programmes

Learners provide services to community – i.e. service learning

Learners have a platform to publicly present problems & solutions

Strategies:

- * Discipline & assertiveness
- * Links with the local community
- * Time management
- * Time for planning
- * Opportunity for feedback on real life problems
- * Teamwork
- * Responsibility
- * Commitment

2.7 CONCLUSION

This chapter contained a literature study into the causative factors of challenging behaviour; approaches to character education; character education programmes; and the outcomes of these programmes with regard to challenging behaviour.

Furthermore, a particular programme that could be implemented in addition to Life Orientation, the YCAP, was discussed. The YCAP also promotes the theoretical underpinning of this research, which vests in social and experiential learning, as well as modelling and observation.

Chapter 3 deals with the research design and methodology pertaining to the empirical investigation to explore how the implementation of the YCAP in addition to Life Orientation could address challenging behaviour.

CHAPTER 3

RESEARCH DESIGN

3.1 INTRODUCTION

The previous chapter (in section 2.4). highlighted the principles, approaches and strategies of various character education programmes. Some causative factors of challenging behaviour were also discussed, in section 2.2. This chapter focuses on the research design, sampling procedures, data collection and analysis strategies suitable to this particular study.

3.2 AIM OF THE STUDY AND PROBLEM STATEMENT

The aim of the study, as explained in section 1.9, was to investigate character education programmes that schools could implement in *addition* to Life Orientation. By unpacking character education in Chapter 1, by looking at the history of education, various continents, nuances of character education, controversies, misconceptions and best teaching practices, the researcher arrived at the problem statement:

How does the implementation of character education address challenging behaviour as a barrier to learning in a primary school in Gauteng?

3.2.1 Finding a suitable programme as objective

One of the objectives in section 1.9 was to study character education programmes in the literature, with the aim of highlighting a particular programme that could be implemented in addition to Life Orientation. This programme should also promote the theoretical underpinning of this research, which vests in social and experiential learning, as well as modelling and observation. The following sub-research questions guided the literature study:

- What are the causes of challenging behaviour in schools?
- What do character education programmes that could be added to school curricula entail?
- What is the influence of character education in relation to challenging behaviour in schools?
- What is lacking in character education programmes?

Figure 2.3 illustrates the processes that were applied in search of a suitable programme. After comparing character education approaches to Life Orientation in Table 2.1, the researcher deduced that the democratic citizenship approach features predominantly in Life Orientation. Section 2.4.5 argued the rationale for selecting the YCAP, which brings the researcher to the next objective.

3.2.2 Conducting an empirical investigation at a Gauteng primary school as objective

The empirical study was guided by the following sub-research questions:

- What was the extent of challenging behaviour in Grade 7 prior to the implementation of character education additional to Life Orientation?
- What does the additional character education in Grade 7 entail?
- What is the influence of the additional character education in relation to challenging behaviour in Grade 7?
- What is the prevailing challenging behaviour in Grade 7?
- What is lacking in the additional character education?

3.3 NATURE OF EMPIRICAL STUDY

An empirical study is one in which one collects and analyses data following reliable and valid procedures (McMillan & Schumacher 2006:9). An empirical study is guided by evidence obtained from systematic research methods. An empirical attitude requires a temporary suspension of the researcher's personal experience and beliefs (McMillan & Schumacher 2006:10), although total subjectivity is difficult to curb. The researcher's subjective analysis of data was curbed to a certain extent by bracketing.

3.4 RESEARCH PARADIGM

The researcher's ontology is that reality is created by individuals in groups – the researcher assumes an interpretative stance (section 1.11). Her interpretation of the participants' lived experiences as a portrayal of *their* reality was guided by phenomenology (Green 1997; Holloway 1997; Kruger 1988; Kvale 1996; Maypole & Davies 2001; Robinson & Reed, 1998, all cited in Groenewald 2004:5). According to Welman and Kruger, in Groenewald (2004:5), phenomenologists are concerned with understanding social and psychological phenomena from the perspective of the people involved. This empirical investigation concerned the lived experiences of the participants from a primary school in Gauteng that were involved in the YCAP for Grade 7 learners.

3.5 RESEARCH APPROACH

To understand the perspectives of the participants, the researcher followed a qualitative research approach to collect data in face-to-face situations. Qualitative research is more interactive than quantitative research, gaining information to understand the individual's opinions, reasons, thoughts and perceptions (McMillan & Schumacher 2006:315). In order to explore how the implementation of the additional character education programme, the YCAP, addressed challenging behaviour, the researcher's epistemological position was that the data was contained within the perspectives of the participants, observations and document analysis of the selected primary school in Gauteng.

3.6 RESEARCH DESIGN

Mouton (1998) in Von Wildemann (2011:23) defines a research design as “a set of guidelines and instructions to be followed in addressing the research problem”. The research design was based on purposeful sampling strategies to increase the utility of information obtained from small samples from information-rich key informants (McMillan & Schumacher 2006:319). The data obtained from these purposeful samples was not used to draw inferences about larger populations, but rather to describe how the character education programme addressed challenging behaviour in a particular primary school context.

3.7 RESEARCH TYPE

A bounded case study of a known primary school in Gauteng that was implementing an additional character education programme formed the basis of constructing the understanding of the research questions. Merriam (1998, in Yazan 2015:139) views a case study as a unit around which there are boundaries, such as a person, a programme (the YCAP in this instance), a group or a specific policy.

3.8 STAGES OF DATA COLLECTION

3.8.1 Site selection

The qualitative study was conducted in a primary school based in Gauteng that is implementing the YCAP as a character education programme in addition to the current Life orientation curriculum. A list of primary schools implementing the YCAP in Gauteng was obtained from the YCAP Chief Executive Officer (CEO). The researcher selected a primary school for the qualitative study based on the following eligibility criteria:

- Being a primary school in Gauteng that implements the character education programme in addition to Life Orientation for Grade 7 learners
- The primary school's willingness to participate in the study in response to the researcher's invitation per email.

3.8.2 Population

The population included all the staff members, Grade 7 learners and parents of the Gauteng primary school that implements the YCAP.

3.8.3 Sampling method

For this study, purposeful sampling was employed. Purposeful sampling increased the utility of information obtained from small samples of information-rich key informants. Welman and Kruger, cited in Groenewald (2004:8), state that purposive sampling is the most important sampling to identify primary participants. The participants were chosen because they were knowledgeable and informative about the research topic (McMillan &

Schumacher 2006:319). The participants, as mentioned in section 3.8.4.1, were selected based on expert sampling: a type of purposive sampling technique that is used when the researcher needs information from individuals that have particular expertise. All the participants were selected based on their expertise in and experience of the character education programme implemented in the primary school.

3.8.4 Sample size and participant selection

The size and composition of the sample, and the selection of the participants are discussed below.

3.8.4.1 Sample size and composition

The sample size was six participants who were actively involved in the implementation of YCAP. Table 3.1 displays the “expert” participants that were interviewed, as the researcher considered them to be individuals with particular expertise.

Table 3.1: Exposition of participants that were interviewed

Participant	Appendices with interview questions
1. The school principal	Appendix L
2. The teacher heading the YCAP (leader)	Appendix M
3. The SBST chairperson	Appendix N
4. A teacher involved in the Grade 7 YCAP	Appendix O
5. A parent of a Grade 7 learner	Appendix P
6. A Grade 7 learner involved in the YCAP	Appendix Q

3.8.4.2 Selection of participants

- This section describes the process of selecting participants and the selection criteria. The researcher lives abroad and this posed a challenge as regards contacting the participants personally through a school visit. The contact details (email or telephone number) of all the participants identified were obtained from the school principal or the YCAP teacher leader (pending ethical clearance, and the permission of the Gauteng Department of Education, the school and the School Governing Body (SGB)). All correspondence prior to the data collection

was via email or telephonically to select the six participants listed in Table 3.1. Six purposefully selected participants, i.e. (1) the school principal, (2) the YCAP teacher leader, (3) the school-based support team (SBST) chairperson, (4) a Grade 7 teacher involved in the YCAP, (5) a parent of a Grade 7 learner involved in the YCAP (6) and a Grade 7 learner were selected.

- The YCAP is partnered in South Africa by the Deutsche Bank South Africa Foundation and the non-profit organisation, Empowervate. Therefore, the CEO assisted with the initial identification of the school, the principal and the YCAP teacher leader via email to the researcher.
- The researcher contacted the YCAP teacher leader and the principal to introduce herself and to explain her interest in conducting research at the school. At her request the following participants who were involved in the YCAP were identified by the school principal and the YCAP teacher leader: the SBST chairperson, a Grade 7 teacher, a parent of a Grade 7 learner and a Grade 7 learner.
- Five participants were selected based on their involvement with and experience of the YCAP; the SBST chairperson's selection was based on expertise regarding challenging behaviour.
- The six participants were also selected based on their proficiency in English.
- The researcher contacted the identified participants via email or telephonically to complete the consent or assent letters (as the researcher is not residing in South Africa).
- The YCAP teacher leader was in continuous contact (via email or telephone) with the researcher prior to, during and after the data collection to assist with any relevant questions.
- During the researcher's visit to South Africa, prior to the data collection, the researcher met the principal and the YCAP teacher leader at school. The researcher collected the consent and assent letters from the YCAP teacher leader if the letters had not been sent via email to the researcher.
- The researcher confirmed the dates for data collection with the principal. The researcher scheduled the interview meetings with the participants at school and telephonically set the interview time with the parent of the Grade 7 learner.

3.9 DATA COLLECTION INSTRUMENTS

Most qualitative research depends on the use of multimethod strategies to collect data. Multimethod means that multiple strategies are used to corroborate the data obtained from any single data collection strategy and/or confirm data within a single strategy (McMillan & Schumacher 2006:340). Creswell (2007, in Serakwane 2007:15), sees data collection as a series of interrelated activities (site location, sampling, collecting data, recording information, exploring field issues and storing data) aimed at gathering good information to answer the research questions.

The research questions are validated through use of triangulation, which is the cross-validation between data sources, data collection strategies, time periods and theoretical schemes. To find regularities in the data, the researcher compares different sources, situations, and methods to see whether the same pattern keeps recurring (McMillan & Schumacher 2006:374). The data was gathered from both primary (participant) sources through interviews and field observations, and secondary (text) sources through document analysis. The data collection instruments and purpose of use will be discussed in subsequent sections.

3.9.1 Interviews

In this qualitative study, key informant interviews were conducted with individuals who had special knowledge, status or communication skills and who were willing to participate in the interview (McMillan & Schumacher 2006:351). Interview questions were set for each participant.

3.9.1.1 Setting the interview questions

First, the interview questions were set to find answers for one of the objectives in section 1.9: to conduct an empirical investigation of a primary school in Gauteng to explore the following:

- What was the extent of challenging behaviour in Grade 7 prior to the implementation of character education additional to Life Orientation?
- What does the additional character education in Grade 7 entail?

- What is the influence of the additional character education in relation to challenging behaviour in Grade 7?
- What is the prevailing challenging behaviour in Grade 7?
- What is lacking in the additional character education?

Secondly, the interview questions are in line with the demarcation of the study in section 1.10, namely:

- A primary school in Gauteng that implements a character education programme in addition to Life Orientation for Grade 7 learners, which promotes social and experiential learning.

Thirdly, the interview questions were informed by the literature study, as summarised in Table 2.2 in section 2.6. Figure 3.1 illustrates how the interview questions that relate to an objective, the demarcation and the literature study are included under the umbrella of the theoretical framework discussed in section 3.1. The analysis in Table 3.2 shows the rationale of the interview questions in relation to the aspects (objective, demarcation and literature study) depicted in Figure 3.1.

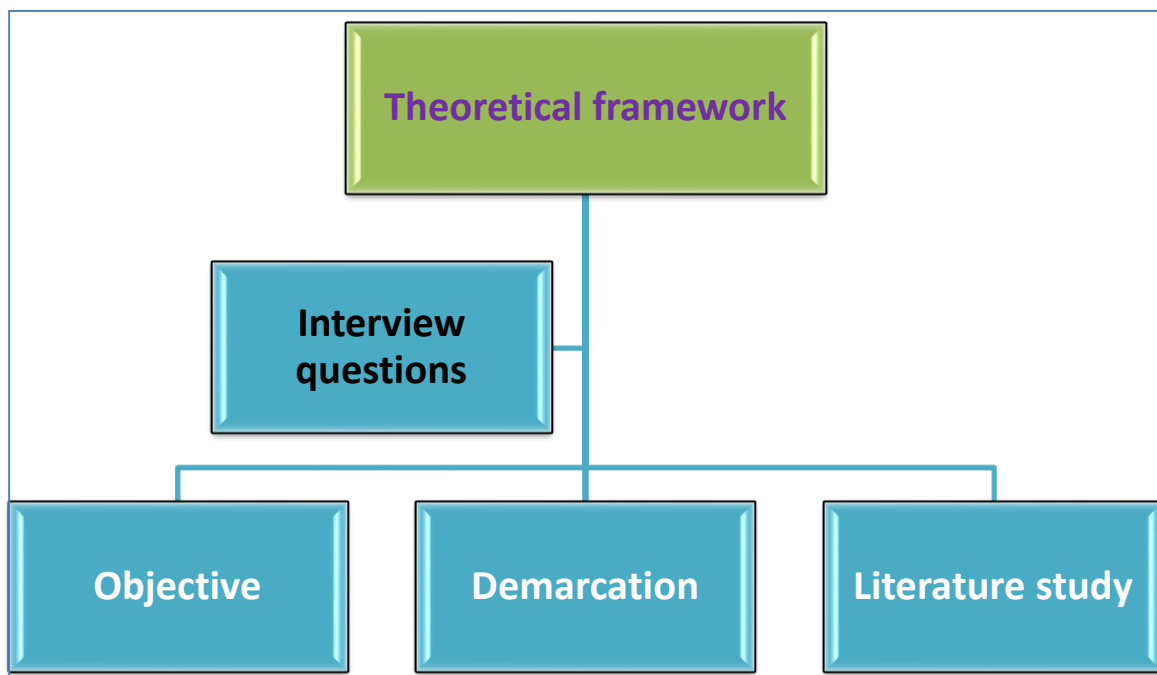


Figure 3.1: Relation of the interview questions to an objective, demarcation and literature study under the umbrella of the theoretical framework

Table 3.2: Analysis of interview questions in relation to the theoretical framework, an objective, the demarcation and the literature study

Participant	Paraphrase of question (Appendices L-Q)	Theoretical framework (1.3)	Objective (1.9)	Demarcation (1.10)	Literature study (Table 2.2)
School principal	1. Implement the YCAP in addition to LO for Grade 7s			X	
	2. When was YCAP implemented at first		X		
	3. Detail on the YCAP	Possible	X	Possible	X
	4. Most valuable contribution of the YCAP	Possible	Possible	Possible	Possible
	5. Prevailing challenging behaviour		X		X
	6. Compare current challenging behaviour with that before implementation of the YCAP - more or less or the same		X		
	7. Influence of YCAP on challenging behaviour		X		X
	8. Aspects lacking in the YCAP		X		X
	9. Changes to implementation of YCAP		Possible		
Teacher who heads the YCAP	1. Implement the YCAP in addition to LO for Grade 7s			X	
	2. Why and how YCAP is implemented	Possible	X		
	3. What does YCAP entail?	Possible	X		X
	4. When was YCAP implemented at first		X		
	5. Approaches of YCAP	X	X	X	X
	6. Main aim of the YCAP	Possible		Possible	Possible
	7. Learn together in a social environment through hands-on activities	X		X	X
	8. Prevailing challenging behaviour		X		X
	9. Compare current challenging behaviour with that before implementation of the YCAP - more or less or the same		X		X
	10. Influence of YCAP on challenging behaviour		X		X

Participant	Paraphrase of question (Appendices L-Q)	Theoretical framework (1.3)	Objective (1.9)	Demarcation (1.10)	Literature study (Table 2.2)
	11. How does YCAP influence behaviour?		X		X
	12. Aspects lacking in the YCAP		X		X
	13. Adding similar programmes to YCAP		X		X
SBST chairperson	1. Familiar with the behavioural issues of Grade 7s		X		
	2. Prevailing challenging behaviour		X		X
	3. Compare current challenging behaviour with that before implementation of the YCAP - more or less or the same		X		X
	4. Contributing factor(s) to possible behavioural change		Possible		Possible
	5. Influence of YCAP on challenging behaviour		X		X
	6. Influence of YCAP on personal level	Possible	Possible	Possible	Possible
	7. Parents' comments on YCAP	Possible	Possible	Possible	Possible
	8. Community's views of the YCAP programme		Possible		Possible
Teacher involved in the Grade 7 YCAP	1. Teaching YCAP for Grade 7s			X	
	2. What does YCAP entail?	Possible	X		X
	3. Matching learners' interests, skills and needs with activities	X			
	4. YCAP enhances functioning in social environments through real-life problems	X		X	
	5. Modelling, observation and interaction contribute development of good character	X			
	6. Approaches of YCAP	X	X	X	X
	7. Main aim of the YCAP	Possible		Possible	Possible
	8. Learn together in a social environment through hands-on activities	X		X	X
	9. Prevailing challenging behaviour		X		X
	10. Compare current challenging behaviour with that before		X		X

Participant	Paraphrase of question (Appendices L-Q)	Theoretical framework (1.3)	Objective (1.9)	Demarcation (1.10)	Literature study (Table 2.2)
	implementation of the YCAP - more or less or the same				
	11. Influence of YCAP on challenging behaviour		X		X
	12. How does YCAP influence behaviour?		X		X
	13. Aspects lacking in the YCAP		X		X
Grade 7 learner involved in the YCAP	1. Participate in the YCAP			X	
	2. What does YCAP entail?	Possible	X		X
	3. What do you like best?	Possible			Possible
	4. Does the YCAP prepare you for living a good life when you grow up?				X
	5. Allowed to sometimes choose the activities	X			
	6. Do you learn from watching others?	X		X	
	7. How did the YCAP change you? (if applicable)		X		X
	8. What would you change in the YCAP?		X		X
	9. Kinds of challenging behaviour in your school		X		X
	10. Has the YCAP improve challenging behaviour?		X		X
Parent of a Grade 7 learner	1. As a parent of a Grade 7 learner familiar with the YCAP			X	
	2. What do they teach the children in the YCAP?	Possible	X		X
	3. Parent's views of the programme	Possible	Possible		Possible
	4. Parent's direct involvement in the YCAP				Possible
	5. Feedback from community members		Possible		Possible
	6. Kinds of challenging behaviour at school in Grade 7		X		X
	7. Contributing factor(s) that cause challenging behaviour				X
	8. Could YCAP improve children's behaviour?		X		X
	9. Any other experiences				Possible

3.9.1.2 *Conducting the interviews*

- The face-to-face interviews were conducted after school in a private space provided by the school. The researcher took note that if the parent was not able to attend the interview at the school, the interview would have been conducted via telephonic interview.
- The researcher briefly explained the purpose of the interview and addressed any questions or concerns.
- The interview questions for each participant suited their level of expertise. (Refer to Appendices L-O.) The researcher used probing for clarity and deep responses.
- The interviews were conducted in English. The researcher allowed time for the participant to think and answer the question without interrupting.
- The interviews were digitally audio recorded (with permission of the participants of all participant interviews). The researcher took care not to let the recording interfere with the interviews. She assured the participants that the recording would assist in the information being reported as accurately as possible. The transcript of the interviews was shared later with the participants, via email, to ensure completeness of the information and provide a reliable check. The transcript of the interview of the learner was passed on through an adult participant.
- The researcher made field observations during the interviews and listened to the recordings to record key words, phrases and statements as a check that all information was recorded correctly (Groenewald 2004:14). Notes were taken to facilitate the data analysis.
- The researcher thanked the participant at the end of the interview and dealt with any other questions.

3.9.2 Field observations

Field observations are detailed descriptive recordings, presented as field notes, of events, people and actions. Field observation is an integral part of both participant observation and in-depth interviewing (McMillan & Schumacher 2006:359). Field observation in interviews includes nonverbal cues, facial expressions, gestures, tone of voice, body movement and other non-verbalised social interactions (McMillan &

Schumacher 2006:347). Lofland and Lofland (1999, cited in Groenewald 2004:15) state that observation is crucial in qualitative research to retain data gathered.

The field observation schedules are attached as Appendix R. The field observation from this study included the school's climate and ethos. (The importance of the school's climate is highlighted in the literature study by the CEP (1.1.1), and also indicated as a contributing factor to challenging behaviour in section 2.2.2.4. The ethos of the school could also contribute to challenging behaviour, as mentioned in sections 2.2 and 2.2.2.4.) In addition, the researcher actively observed the participants' nonverbal cues such as gestures, tone of voice and facial expressions during the interviews. The researcher recorded the observations about the school's climate and ethos shortly after the visit(s) and supplemented them while reflecting and "decoding". The researcher also actively observed the participants during the interviews and captured the observations directly after each interview.

3.9.3 Document analysis

Documents, including those of official and informal documents, are abundant in organisations (McMillan & Schumacher 2006:357). Documents describe functions and values and how various people define the organisation. Documents are valuable sources for supporting the findings made through the interviews and the observations. These documents were obtained from the principal, the YCAP teacher leader and the teacher involved in implementing the YCAP in Grade 7.

The document selection consisted of the following official and personal documents:

- The YCAP curriculum, obtained from the YCAP teacher leader
- Teacher and learner YCAP learning support material
- Portfolios that showcase the YCAP planning, minutes and achievements
- Any other documents that the participants wanted to share to explain the programme or show off their achievements

Firstly, the documents were chosen to answer questions posed in section 1.9 about what the additional character education in Grade 7 entails. Secondly, these documents could provide evidence of social and experiential learning (section 1.10). Thirdly, the

documents could supplement interview responses and support the summary of the literature review in tables 2.2 and 2.6.

3.9.3.1 *Collection of documents*

The documents were obtained in the following manner:

- Permission was requested from the school and the SGB to obtain the documents.
- The documents were collected from a designated participant on a voluntary basis with the expectation of showcasing the YCAP.
- These documents were collected and/or viewed at a pre-arranged time.
- The documents were photocopied and/or photographed if permission was granted.
- If the documents were removed from the school to be photocopied, they were returned in good time.

3.10 DATA ANALYSIS

Data analysis in qualitative research is a relatively systematic process of coding, organising, categorising and interpreting data to provide an explanation of a single phenomenon of interest (Macmillan & Schumacher 2006:364). The data consisted of interview transcripts, field observations and documents collected.

3.10.1 Codes, categories, patterns and themes

The multi-method data collection strategies were used to collect data through interviews, field observations, and supported by document analysis. The data gathered through interview transcripts and field observations was read and reread to identify a summary of the information. A *code* is a descriptive name for the subject matter or topic (Macmillan & Schumacher 2006:368). A *category* of the research is common codes linked to the research questions. By looking at the categories the researcher identifies common patterns (similarities, differences, frequency, sequence, correspondence, causation) which will become the themes. When the major categories are compared with one another and consolidated in various ways, the researcher begins to transcend

the “reality” of the data and progress toward the thematic, conceptual, and theoretical frameworks (Saldaña 2009:11). Figure 3.2 below highlights the process.

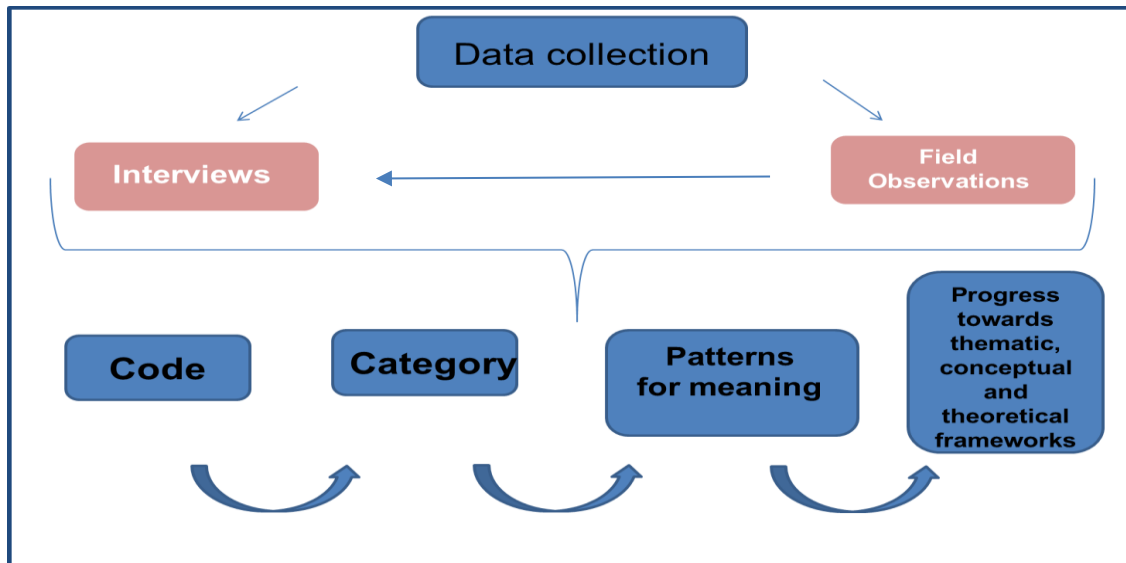


Figure 3.2: Representation of data collection and data analysis processes

3.10.2 Developing a coding system from the data

The researcher developed a pattern coding system from the data by dividing the data into smaller segments (which may be a word, a sentence, a few lines or several pages containing an entire participant explanation) (McMillan & Schumacher 2006:368). The segments contain a piece of relevant information. By pattern coding the researcher looked at similarities, differences, frequencies, sequence, correspondence and causation. The researcher applied the following steps:

- Read each set of data to gather ideas about the data segments.
- Formatted three columns in MS Word in preparation for coding. The third column appears as a standalone at the end of the transcription.
- Copied the transcript of the interview into the column on the left-hand side.
- Labelled the segments by allocating codes (descriptors) in the middle column of the data set.
- Compared the codes for duplication and overlapping descriptions by making a list for each data set in the column on the right-hand side.
- Used the list to group similar codes or rename some codes (Saldaña 2009:6).
- Made a list of the major codes, important codes and the left over codes.

- Figure 3.3 below is a visual presentation of developing the coding system from data sets.

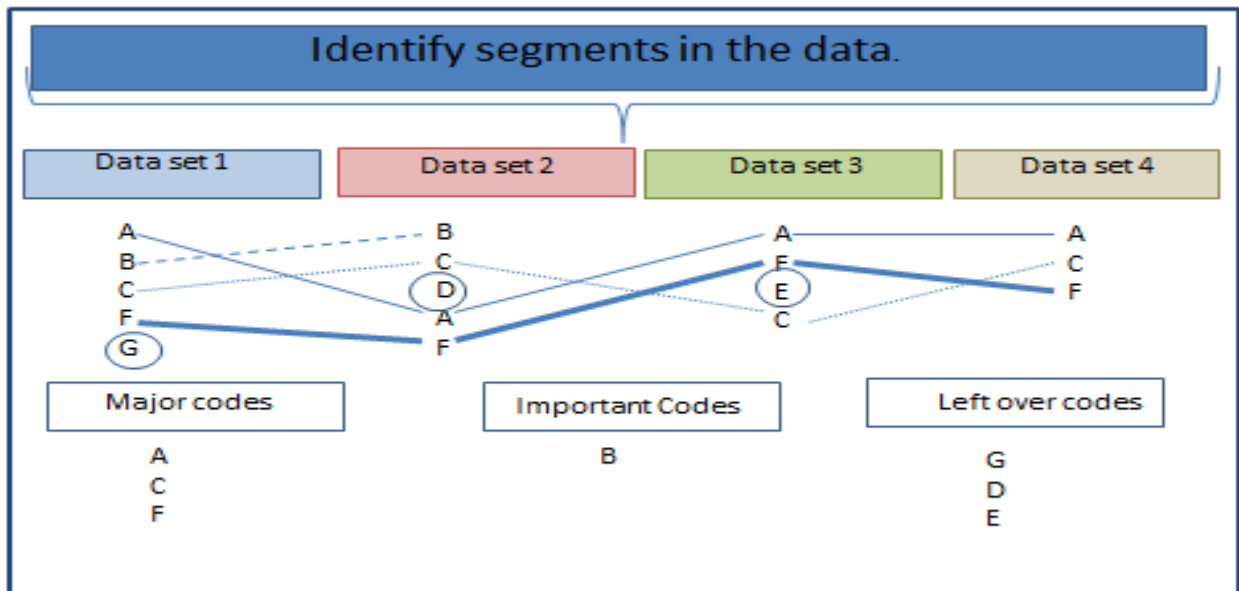


Figure 3.3: Developing a coding system from the data sets

3.10.3 Forming categories and discovering patterns of meaning

A category is a more general and abstract entity that represents the meaning of similar topics (McMillan & Schumacher 2006:370). The researcher looked at the labelled codes to identify the categories. The categories were identified by looking at codes to find a phrase, sentence or words that seem to be significant or of interest. The ultimate goal of qualitative research is to make general statements about relationships between categories by discovering patterns in the data (McMillan & Schumacher 2006:373). The major patterns identified served as the framework for reporting the findings and organising the reports. Figure 3.4 depicts a visual presentation of discovering patterns.

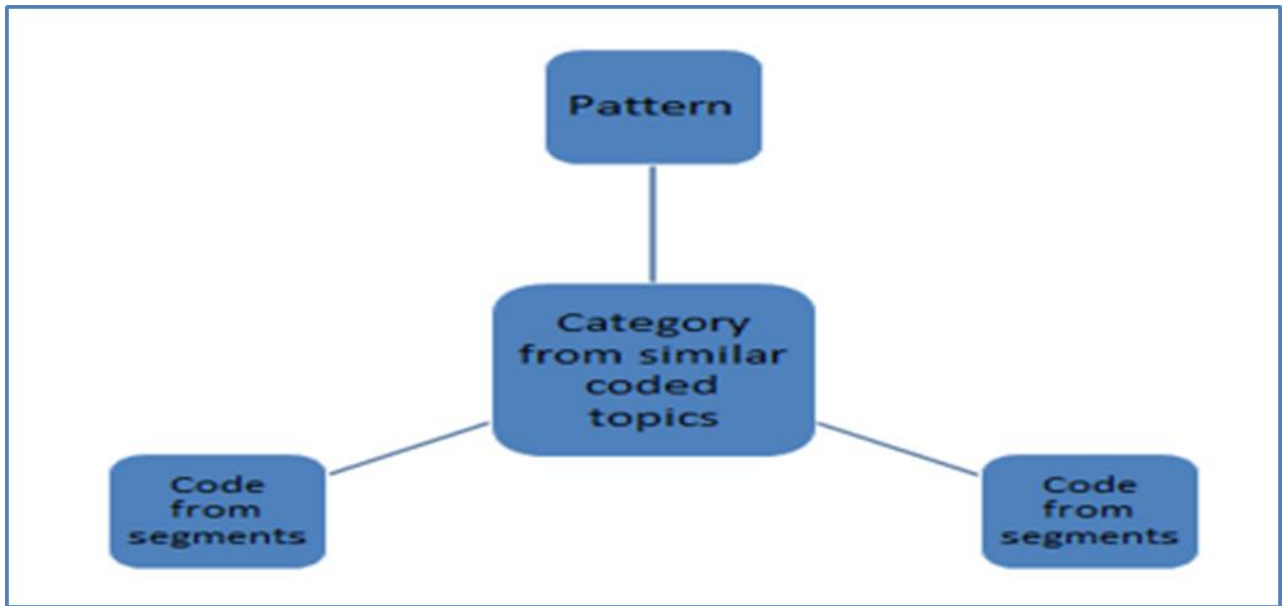


Figure 3.4: Building patterns of meaning

3.10.4 Creating and managing a data storage system

Qualitative studies result in mounds of data and therefore the researcher has to manage this data for analysis (McMillan & Schumacher 2006:379). The researcher used a combination of manual and Microsoft Word to analyse the data. The data was saved and labelled in folders on her laptop. The files were labelled by interview transcripts per person interviewed (Participant 1, 2, etc.), scanned field observation schedules and per document analysed.

3.11 DATA ANALYSIS OF THE DATA COLLECTION INSTRUMENTS

3.11.1 Interview analysis

After the interview, the researcher typed the handwritten records and transcribed the audio digital recording (McMillan & Schumacher 2006:356). Holloway (1997) and Hycner (1999), both cited in Groenewald (2004:18), recommend that the researcher listen repeatedly to the audio recording of each interview to become familiar with the words of the interviewee in order to develop a holistic sense. A pattern coding system was used by dividing the data into smaller segments (McMillan & Schumacher 2006:368).

The researcher analysed one interview at a time, following the process discussed in section 3.10. As the researcher moved to more abstract levels of data analysis, she constantly double-checked and refined her analysis and interpretation (McMillan & Schumacher 2006:364).

3.11.2 Field observations

Morgan (1997, in Groenewald 2004:15) remarks that observation notes are part of the analysis. Saldaña (2009:15) agrees that the observer's comments in the observation notes are also substantive material for determining a code. The researcher used the following strategies to analyse the field observations:

- The researcher gathered the field observations by using the field observation schedule (see Appendix R).
- The researcher collected field observations of the climate and ethos of the school.
- The researcher wrote many field observations during the interview by looking at body language and facial expression to help interpret the verbal data (McMillan & Schumacher 2006:359).
- The field records were included in contextual descriptions when transcribing the interviews.
- Through field observations the researcher searched for patterns of behaviour and relationships.
- The data gathered through field observations supported the data analysis.

3.11.3 Document analysis

The researcher looked at the various aspects of the document, such as the purpose, importance and the people that used the document (McMillan & Schumacher 2006:358). The researcher categorised each document, added a brief description, the history of its use and the frequency of the document's use. The interpretation and meanings of the documents collected were corroborated with the field observation and interview data. The interpretation of meanings depended on the context and other data (McMillan & Schumacher 2006:358).

3.12 ETHICAL CONSIDERATIONS

The researcher has an obligation to respect the rights, needs, desires and values of the participants (Mahlo 2011:14). Qualitative researchers must be aware of the relationship with the participants determined by the roles, status, language and cultural norms.

3.12.1 Conduct research

In undertaking the study the following ethical measures were followed prior to the research:

- Ethical clearance was obtained from the University of South Africa (see Appendix A).
- Permission from the Department of Education was obtained to conduct the research in the primary school in Gauteng (see Appendix B).
- Permission to conduct research at the primary school was secured from the school principal and the SGB (see Appendix D).
- Participants' agreement to participate in the research was secured through the participant information and consent letters (see Appendix E-I).
- Learner participation was secured through the assent and the parental consent for the learner to participate in the study (see Appendices J and K).

3.12.2 Informed consent for participation and withdrawal

The participants were informed of the purpose of the study in an information sheet. Informing of participants was done in a manner that encouraged free choice of participation. An invitation letter explaining the purpose of the research, confidentiality and the reason for audio recording of the interview was given to the participants in the research. The participation was on a voluntary basis and the participants were informed that they could stop participating in the research at any time.

3.12.3 Confidentiality and anonymity

Researchers have a responsibility to protect the individuals' confidentiality and that of other persons in the setting (Macmillan & Schumacher 2006:334). The participant's name was not recorded anywhere. The answers of the participants were labelled according to code names, and all information would be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. Participants were informed that their answers might be reviewed by people responsible for making sure that the research was done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identified them would be available only to people working on the study, unless permission was given for other people to see the records. One possible consequence of participating in the interview was that the SGB was aware of the prospective participants, therefore anonymity in this regard could not be guaranteed.

3.12.4 Storage and security of data

Hard copies of the interview transcriptions and the photocopies or photographs of the documentation would be stored by the researcher for a period of five years in a locked cupboard/filing cabinet at the researcher's home in the United Arab Emirates. The electronic information, like the audio recordings of the interviews and the photocopies, or photos taken of the documentation if it was not possible to photocopy it, would be stored on a password-protected computer. The data would also be stored on an external hard drive which is password protected. The external hard drive would be stored at the researcher's home in a locked cupboard. The risk exists that privacy and confidentiality could be compromised if the digital equipment were stolen during any time in the researcher's possession, especially while in transit. Future use of the stored data would be subject to further research ethics clearance. After the storage time lapses, the hard copies will be shredded and recorded electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software program.

3.13 TRUSTWORTHINESS

In this study the phenomenological research design would contribute toward uncovering “truth” (Groenewald 2004:21). Multi-method strategies such as interviews, observation notes and document analysis were used to collect the data to confirm and ensure soundness of the information gathered. The researcher ensured trustworthiness by applying the following:

- If a participant did not understand the questions in the interview, further clarification on the meaning was given through paraphrasing.
- The data collected through the structured interview questions was audio recorded in the participants’ exact own words.
- A copy of the transcript of the interview, to confirm that it reflected the perspective of the participants, was afterwards given to the participants (Groenewald 2004:21).
- Interviewer notations and comments were identified by the researcher’s initials and placed in square brackets in the transcript, which also included the date, place and participant’s code name (Macmillan & Schumacher 2006:356).

3.14 CONCLUSION

The chapter explained the sound foundation of the empirical study. The following chapter, Chapter 4, reports on the results of the empirical investigation.

CHAPTER 4

RESULTS AND DISCUSSIONS

4.1 INTRODUCTION

This chapter presents the results and analysis of the data collected at a primary school in Gauteng that had key information regarding the implementation of YCAP in addition to the Life Orientation (LO) in Grade 7. The research design was based on purposeful sampling strategies to obtain data from individuals that had particular expertise, to increase the utility of information. The methods used (interviews, field observation and document analysis) to collect the data aimed at answering the sub-research questions set out in sections 1.8 and 3.2.2.

The interviews were conducted, after consent and assent had been obtained, with the following persons connected with the primary school in Gauteng:

- The school principal (Appendix L)
- The teacher who heads the YCAP (Appendix M)
- The SBST chairperson (Appendix N)
- A teacher involved in the Grade 7 YCAP (Appendix O)
- A parent of a Grade 7 learner (Appendix P)
- A Grade 7 learner involved in the YCAP (Appendix Q)

The field observation schedule (Appendix R) allowed for detailed descriptive recordings of the climate and ethos of the school, as well as participant observation notes. The field observation notes (participant observation) were taken directly after the interview and recorded by the researcher when the participant was not present. The field observations regarding the climate and ethos of the school were made shortly after the visit to the school. The field observations were included in the contextual descriptions when transcribing the interviews.

The documents that were shared by the school and participants were photographed during the day when they were made available to the researcher. The documents, which were obtained from the YCAP leader, included official and informal documents. The interpretation and meanings of the documents collected were corroborated by the field observation and interview data.

For 2017 the annual topic for the YCAP at this particular school was bullying. A brief example of the implementation of the YCAP could help to contextualise the nature of this additional character education.

In 2017 volunteer Grade 7 learners had to identify issues that could be addressed at school:

“The one that was standing out was bullying.” (Participant 2).

Consequently, the Grade 7 learners compiled a short questionnaire and held an anonymous survey of one class per grade, except for Grade 4, which involved three classes. After sorting the questionnaires into learners who had been bullied or not bullied, the Grade 7s plotted the results on a graph. This showed that 75% of learners were being bullied. In order to address the issue, the Grade 7 learners then wrote and produced a play during assembly and created awareness by placing posters around the school. The South African Police Service and a social worker were asked to address the learners on the topic of bullying. A post-survey was held afterwards to determine the outcome of the Grade 7s’ intervention.

Although the focus of the study is on the YCAP and challenging behaviour in Grade 7 learners, the implementation of the YCAP by Grade 7 learners involved all the learners across grades. Further contextualisation of the school would compromise anonymity.

4.2 RESEARCH PROCESS

The course of the research process and some of the researcher’s impressions are briefly captured below.

The multi-method strategies, namely interviews, observation notes and document analysis, confirm and ensure soundness of the information gathered. Consent letters were obtained from the adult participants prior to participating in the research; this included a consent letter from the parent for the Grade 7 learner to participate in the interview. The Grade 7 learner completed a form giving assent to participate.

Some of the interview questions (information based on YCAP questions) were sent to the participants a week prior to the interviews to help them to gather their thoughts regarding the YCA.

The interviews with five participants took place in the school boardroom over two days: three face-to-face interviews on the first day (Appendices S, U and X) and two face-to-face interviews on the second day (Appendices T and V). One telephonic interview with the sixth participant was conducted during the same week as the other interviews. The interviews were audio recorded, including the telephonic interview (Appendix W).

4.2.1 Day one

On the first day the learner participant interview took place before the adult interviews (Appendix X). The learner participant had been identified by the YCAP leader, as the learner was part of the YCAP team. The learner participant was somewhat apprehensive (which is normal, in the researcher's opinion) and asked if the questions were difficult. The researcher put the learner at ease by reassuring that only a few questions would be asked and that if the learner participant did not know an answer, the answer should be: "I don't know". The learner answered the questions set for the interview (Appendix Q).

The interviews with the SBST participant and the principal participant followed (Appendices S and U). The SBST participant double-checked to see if the interview was being recorded or not. The researcher picked up a sense of caution from this participant, in view of the interview's being recorded. Even though the SBST participant was a bit cautious, he was very supportive of the study and also invited the researcher to attend their yearly science fair.

4.2.2 Day two

On the second day the teacher involved in the Grade 7 YCAP was interviewed, partially during second break and again after school (Appendix V). This teacher had been identified by the principal to participate in the interview. The teacher involved in the YCAP seemed anxious about the interview and hesitated before answering questions, very softly. During the interview the teacher participant also asked questions about why the study was being conducted at the school. The researcher explained to the participant the process of how the school had been identified, and after this the participant was more understanding and at ease. The researcher, being a novice at research, could perhaps also have conveyed some of her own uncertainties about the process to the participant.

The teacher who heads the YCAP was interviewed after school (Appendix T). The YCAP leader was very informative and supportive of the research conducted. The YCAP leader participant shared various documents with the researcher, including the YCAP portfolio with all the evidence and the posters the learners had made regarding their particular topic. (Topics are chosen annually – the topic for 2017 was bullying, as already stated.) The YCAP leader participant also invited the researcher to watch (during second break) the YCAP play that the learners had presented during the YCAP regional school presentations, held once a year by the YCAP's "mother organisation" in South Africa. (It has already been mentioned in section 2.4.5 that the YCAP is partnered in South Africa by the Deutsche Bank South Africa Foundation (the primary sponsor of YCAP since its inception) and the non-profit organisation, Empowervate.) The YCAP as an organisation arranges forums where schools that implement the YCAP meet, interact with and compete against one another.

4.2.3 During the same week

The parent was not able to attend the interview at school on either of the two days, so was interviewed telephonically when available in the same week (Appendix W). The researcher had to further clarify and paraphrase questions for the parent to understand the questions.

4.3 DATA ANALYSIS

The data-gathering process, as illustrated in Figures 3.2 and 3.3, was applied to gather ideas about the data segments or codes.

- The data was divided into smaller codes by creating two columns in an MS Word document, with one column containing the transcription of interview data and the other column the code. (The third column – as mentioned in 3.10.2 – appears as a standalone column at the end of the transcriptions after the *Participant Observation* (Appendices S–W)). The codes contain a piece of relevant information. The researcher looked at similarities, differences, frequencies, sequence, correspondence and causation.
- A list was created for each data set with the labelled codes; these lists (i.e. the third columns) appear at the end of Appendices S to W.
- Each list (or third column) from each data set was then used to group similar codes or rename some codes.
- Subsequently, the researcher looked at each list of labelled codes to form categories by listing the codes under: major codes, important codes and left-over codes. The researcher compared the codes of all the participant interviews (Appendix Z).
- The categories for each participant were colour-coded according to theme and sub-theme relevancy (Appendix AA). The categories formed the information to allow progress towards understanding the thematic, conceptual and theoretical framework. The data analysed in sections 4.3.1 to 4.3.6 comprises valuable information to answer the sub-research questions posed in section 3.2.2.

4.3.1 Theme 1: Challenging behaviour prior to implementation of the character education programme in addition to Life Orientation

For ease of reference, participants are referred to in the abridged formats shown in Table 4.1.

Table 4.1: Exposition of participants' abridged references

1.	The school principal	Principal participant
2.	The teacher who heads the YCAP (leader)	YCAP leader participant
3.	The SBST chairperson	SBST participant
4.	A teacher involved in the Grade 7 YCAP	YCAP teacher participant
5.	A parent of a Grade 7 learner	Parent participant
6.	A Grade 7 learner involved in the YCAP	Learner participant

4.3.1.1 *The extent of the challenging behaviour*

With regard to the extent of challenging behaviour, the principal participant stated that:

“The challenging behaviour of bullying is a common thing.” (Participant 1).

The SBST participant mentioned one form of bullying that is common at school:

“Basically the older kids bullying the younger kids in the lower grades.”
(Participant 3).

The learner participant also said that:

“Since I was in this school I saw bullying is a major problem in our school.”
(Participant 6).

The YCAP leader participant stated that:

“It was so sad to read all this [the letters from the learners regarding bullying]. So we decided this is it, the topic to go with, the topic of bullying.” (Participant 2).

Various forms of bullying (verbal, physical, emotional, social and cyber) were highlighted by the participants in the interviews and in letters from the Grade 7 learners to the YCAP teacher leader, as shown in Figure 4.1.

“I asked them [Grade 7s] to come up with issues that they are facing on their own. They went home and jotted down some ideas; they came and we sat together. We spoke about it and noted many had similar ideas. But the one that was standing out was bullying.” (Participant 2).

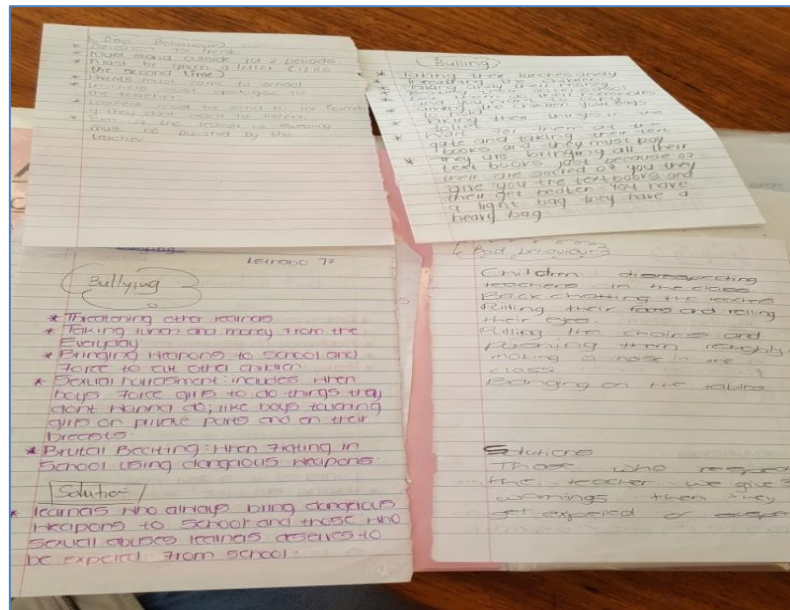


Figure 4.1: Letters from Grade 7 learners in which they wrote about how they were bullied or the bullying they had observed

As already mentioned, the Grade 7 learners conducted a survey among various grades, as part of the YCAP step 4: "Identifying the topic and describing it". The survey showed that three-quarters of the learners that had completed the survey admitted that they were being bullied at school and that it was affecting them. Figure 4.2 illustrates the survey questions and a page from a report on the survey results.

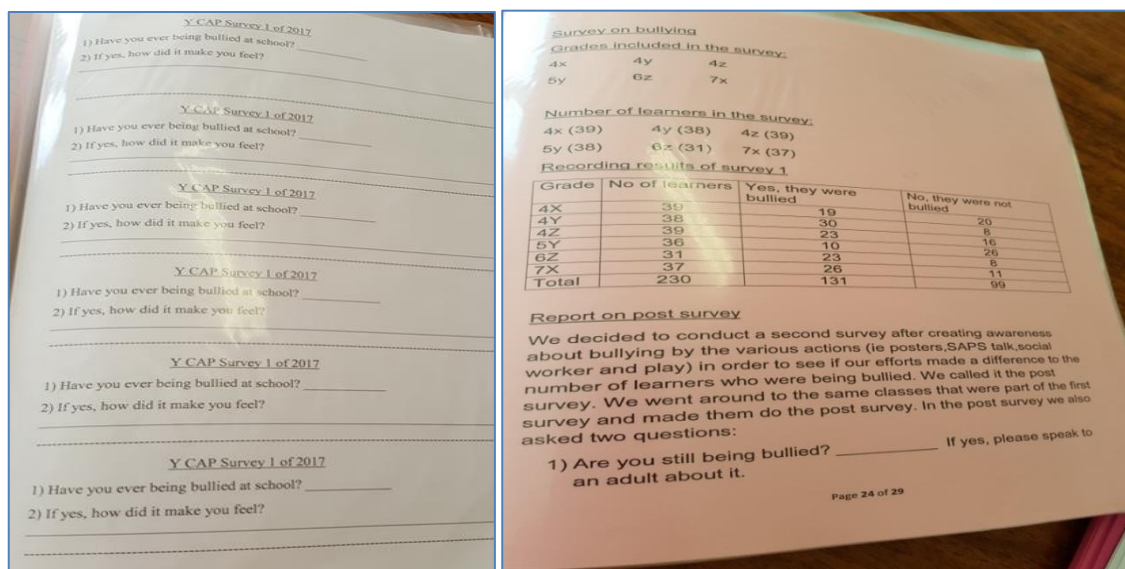


Figure 4.2: Some of the questions in the YCAP survey conducted in the school and a page from the report on it

The results showed that three quarters of learners said that they were being bullied. The principal participant mentioned that:

“The kids are aware that there is a limit to different behaviours that is allowed at school but some of the Grade 7 learners starts picking on the smaller ones. They start bullying them, not understanding that it is the wrong thing to do. But now to try and fit in with their peers they try to imitate their behaviour.” (Participant 1).

The SBST participant also highlighted peer pressure:

“The kids are exposed to a lot of pressure. If they don’t do something they are not cool.” (Participant 3).

The extent of bullying at the school included social and cyber bullying, as already illustrated by the initial letters of the Grade 7 learners. The YCAP teacher participant and the SBST participant highlighted their concern regarding the use of technology, specifically cellphones and social media platforms where learners participate in group chats where they talk about each other.

“Every child has a phone nowadays and all chat platforms.” (Participant 3).

“They send negative messages about each other on these group chat platforms.” (Participant 4).

However, it was not only the social media platforms that were a concern for the SBST participant, but also the sites they visited on the internet.

“Some of the older brother and sisters goes into these sites and the younger grades get influenced like this as well. The kids are bombarded with all this information that the kids are confused about their values. The learners’ values and attitudes change.” (Participant 3).

To conclude the section on the extent of challenging behaviour, some other challenging behaviour is mentioned. Teachers have to deal with learners’ negative attitudes and disrespect.

“There’s a shift in learners of how they see school as important.” (SBST participant – Participant 3).

Violence is another challenging behaviour in and out of school. Swearing as challenging behaviour was highlighted by the learner participant:

“The kids also swear at each other’s parents.”(Participant 1).

4.3.1.2 *The impact of the challenging behaviour*

The participants highlighted the extent of challenging behaviours and their causes, but they were also concerned about the impacts of the challenging behaviour. The impact of various forms of bullying is a barrier to learning, as it affects the learner emotionally. The teacher participant said that:

“Some children said they sit in the bathroom during the whole of break and cry; they eat their lunch in a toilet cubicle and they don’t have friends.” (Participant 2).

Bullying affects classroom participation and learner involvement at school. Learners do not want to participate in class because they will be bullied for doing so.

“They don’t want to answer questions in class and they are scared to raise their hands. Even those who are high flyers are bullied during break time because they always answer the questions.” (YCAP leader – Participant 2).

Cyber bullying specifically affects the school environment. The YCAP teacher participant said that:

“The learners send negative messages about each other on these group chat platforms that at times create a negative environment at school, with me having to deal with the social problems of the girls of what they say about each other before we get time to work on the programme. Time goes to waste. Every day it is something different that I have to solve that the kids complain about and about each other.” (Participant 4).

It also affects the values and attitudes of the learners.

“The values and the attitudes of the learners are changing because technology is changing.” (SBST – Participant 3).

“You can teach them morals and ethics and all those things but as soon as they go away from here, it is all undone.” (Principal – Participant 1).

4.3.2 Theme 2: The additional character education and what it entails

4.3.2.1 Overview of the YCAP

“The YCAP is an education department initiative to empower the learner and to create a proactive citizen who will contribute actively to make changes in the community. My principal wanted something like that. It is always a good thing to have in a school to implement in a school.” (YCAP leader – Participant 2)

Through document analysis the researcher gained information regarding the YCAP programme. The YCAP comprises the following key aspects:

- In the YCAP toolkit the YCAP promotes “values into actions, one step at a time”. The steps allow the learners to follow various compulsory roles and responsibilities (steps 1-12), set out in the toolkit, to achieve their goals, as shown in Figure 4.3.

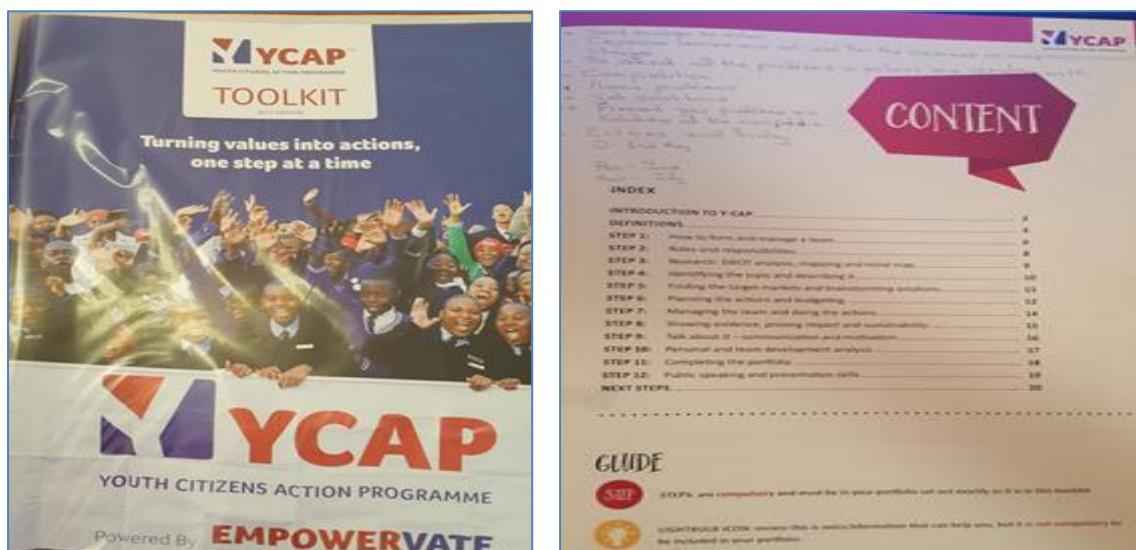


Figure 4.3: The YCAP toolkit and the 12 compulsory steps of roles and responsibilities

“The YCAP instils compassion, kindness, positivity, motivation; confidence and helping others realise the importance of hard work.” (YCAP leader – Participant 2).

- The compulsory 12 steps (Figure 4.3) allow the learners to work through planning and implementation of their project.
 - Step 1: How to form and manage a team
 - Step 2: Roles and responsibilities
 - Step 3: Research: SWOT analysis, mapping and mind map
 - Step 4: Identifying the topic and describing it
 - Step 5: Finding the target markets and brainstorming solutions
 - Step 6: Planning the actions and budgeting
 - Step 7: Managing the team and doing the actions
 - Step 8: Showing evidence, proving impact and sustainability
 - Step 9: Talking about it – communication and motivation
 - Step 10: Personal and team development analysis
 - Step 11: Completing the portfolio
 - Step 12: Public speaking and presentation skills
- The YCAP toolkit also includes a “Next step” section where learners set goals for future projects and sustainability of the project.
- According to the YCAP toolkit, the programme fits into two main subject areas in Grade 7, namely Economic and Management Sciences and Life Orientation.
- Various skills are used when implementing the YCAP, such as management skills, communication skills, research skills and presentation skills.

“The kids were appointed tasks or given roles according to their strengths and skills they already have: e.g. speakers, marketing, leaders, etc.” (YCAP teacher – Participant 4).

“They teach the children how to manage a project and how to manage the money for the project.” (Parent – Participant 5).

4.3.2.2 *Implementation of the YCAP in the primary school*

The YCAP is implemented *in addition* to Life Orientation (LO). The projects implemented at the primary school over three years vary at times from service-based projects to creating social awareness regarding a topic.

“Three years ago we started with the first project. The principal instructed us to take on the YCAP, with the teachers rotating the responsibility to lead the YCAP in Grade 7. Every year it is a different project with different children and it is only the Grade 7s that participate in the YCAP.” (YCAP leader – Participant 2).

“What we do as a school is that we want to empower all teachers so we change every year. So every year another teacher gets the opportunity to lead the YCAP and therefore have the opportunity to go to the YCAP meetings and trainings. From the meetings the YCAP teacher leader will also talk to the learners before the project starts to explain the process. So the learners would work during school time during breaks with the leading YCAP teacher.” (Principal – Participant 1).

“Basically we did not have a structured programme where we will have YCAP daily because it does not fit into the timetable. So a day when a teacher is absent the YCAP learner team will get together and start discussing.” (YCAP leader – Participant 2).

“So they took it upon themselves whenever they were free to get together to do that. Like taking some things home to finish. But, yes, we used the LO periods at times to integrate the YCAP. We also use assembly times to talk about bullying.” (YCAP Leader – Participant 2).

“We implement the YCAP by meeting any time when the children have time to do so. Break time or assembly time. The Grade 7 kids also went to other classrooms to do a survey. The teacher in charge of the YCAP also met up with the kids after school, usually a Wednesday, to work with them. The LO teacher helped to talk about the topic bullying in her class and in her lessons as well.” (YCAP teacher – Participant 4).

“We are forced to extend our school time on a Wednesday for all children to stay after school longer to participate in our sporting programme. This is when the YCAP also have some extra time to work on their project.” (SBST – Participant 3).

4.3.2.3 *Involvement at the primary school in the YCAP*

Various administrators, teachers and community members are involved in the implementation of the YCAP through guiding and directing learners. The learners have various opportunities for social interaction with other learners, as the YCAP allows for discussion and simulation and is implemented by the Grade 7s across the school in various ways (meeting with learners in other grades, assembly presentations, community members’ participation and meeting with other schools during presentations). Teachers work collaboratively to implement the YCAP.

“It creates a kind of cooperative atmosphere. All the learners are keen to join in the YCAP programme. The learners work together, they help each other. And they try to bring about improvements themselves in the school instead of us instructing them. The teachers and other learners from the other grades see the presentations.” (Principal – Participant 1).

“Yes, because all these activities that we do are hands-on. All the children were taking part in discussions, making posters and being part of the meet up in different classrooms to do the survey. The survey included all learners. This contributes to their learning because they are learning to be better citizens, how not to bully, how it affects children and how it affects people learning.” (YCAP leader – Participant 2).

“The other learners and teachers also give the YCAP team feedback on their presentations.” (Principal – Participant 1).

“We called the police and the social workers (Learner Participant 6). In the LO periods, on a double period on a Monday, we got the social worker to speak during that time about the topic bullying. The three social workers came in and spoke to the learners during that time as well.” (YCAP leader – Participant 2).

“The LO teacher helped to talk about the topic bullying in her class and in her lessons as well. We also had people from the community, like the police SAPS, to come in and talk to the kids.” (YCAP teacher – Participant 4).

“The YCAP group go on a camp so everyone wants to be a part of it.” (Principal – Participant 1).

“The other schools address other problems that some of our kids are not aware of or can relate to. [At forums the YCAP organisation hosts, as already stated.] They take the information shared at the YCAP presentations and talk about it at school with peers or use it in their own lives. They use the information gathered at the YCAP presentations to address behaviour at school or their own lives.” (YCAP teacher – Participant 4).

4.3.2.4 The YCAP adjudication

The researcher found through document analysis that the YCAP is showcased at events open to Primary and Secondary School Categories (Grade 7 and Grade 10) nationally – in all nine provinces – through partnership with the Department of Basic Education and the Provincial and District Departments of Education, the sponsors and partners of YCAP. The YCAP project is assessed according to the 12 compulsory steps implemented, as depicted in Figure 4.4.

The figure shows two pages of the YCAP adjudication sheet for district and provincial level 2017. The left page is titled 'Y-CAP Adjudication Sheet District and Provincial Level 2017' and includes fields for School, District, Province, Date, and Judge. It also has a section for 'Step 1: How to form and manage a team' with criteria and scores. The right page is titled 'Future plans and prize money' and includes criteria and scores. The total score is 108/150, and the position is 1st.

Criteria	Poor (0-2 points)	Below Average (3-4 points)	Average (5-6 points)	Good (7-8 points)	Excellent (9-10 points)	Score
Step 1: How to form and manage a team	Looks like one person in the team did the project alone	No evidence of how the team was formed, who the leader is etc.	Shows there was a team but not much else	Shows some of the below points but not all of team and not in much detail: -How the team was formed -How the leader was chosen -Ground rules -Team goals -Examples of accountability -Evidence of the team working together, not just one person doing all the work	-Shows how the team was formed -Shows how the leader was chosen -Ground rules -Team goals -Examples of accountability -Evidence of the team working together, not just one person doing all the work -Shows how they resolved any conflict	7

Criteria	No mention of continuing YCAP in the future	Small mention of continuing YCAP in the future	There is a basic plan to continue YCAP in the future	There is a detailed plan to continue YCAP in the future	There is a concrete plan to continue YCAP in the future and some plans are already being implemented	Score
Future plans and prize money	No mention of continuing YCAP in the future	A vague mention of prize money usage	Some ideas on how to use prize money but no budget	Good ideas on how to use prize money with an easy and basic budget	Excellent, clear ideas on how they plan to use prize money with a good budget, and possibly supplier quotations or proof of funds pledged or raised already	5

TOTAL/150: 108/150

Position: 1st

Criteria	No support from teacher at all	Little support from teacher OR teacher did whole project without showing learners how to do it themselves	Average support from teacher	Teacher involved in the process as a mentor to the team, but could have mentored the team even better	Teacher very supportive of the team as a mentor and guide, and did not do the project for the learners but guided them through the task so they learned how to do it themselves	Score
Teacher as a mentor of the team (Prize for teacher who assisted the most)	No support from teacher at all	Little support from teacher OR teacher did whole project without showing learners how to do it themselves	Average support from teacher	Teacher involved in the process as a mentor to the team, but could have mentored the team even better	Teacher very supportive of the team as a mentor and guide, and did not do the project for the learners but guided them through the task so they learned how to do it themselves	8

Figure 4.4: YCAP adjudication sheet for district and provincial level 2017

The school presentation gets assessed according to the 12 compulsory steps of the YCAP, and the team may receive prizes and possibly go through from district to national to provincial levels.

“We did well last year with the recycling project. We came first in the YCAP finals at the presentation of all the schools in our area. And this year we got awarded second place for the awareness we created regarding bullying and the impact of it.” (Principal – Participant 1).

4.3.3 Theme 3: The influence of the character education programme in relation to challenging behaviour

A decrease has been seen with regard to bullying as a *major, common* challenging behaviour in the school. The implementation of the YCAP had an impact, led to continuous awareness, and influenced and improved behaviour at the school. Parents and learners became more aware of bullying as challenging behaviour. Learners became more knowledgeable about challenging behaviour and how to deal with it.

The YCAP leader participant shared the outcome of their project regarding addressing bullying in school:

“After everything we decided to do a post-survey, because this awareness every week (Grade 7 YCAP play, social worker talks, posters and SAPS talks) has been going on for a good few weeks. The numbers decreased in the feedback of bullying. The learners were not being bullied any more. There were still a few but not as many. The numbers dropped drastically. It was really good for us.” (Participant 2).

“Many weeks later we did a second survey and after doing it we saw the numbers went lower, to 53 kids being bullied.” (Learner – Participant 6).

Figure 4.5 shows the post-survey questions and a page from a report to illustrate the post-survey results and the impact of the awareness created regarding bullying.

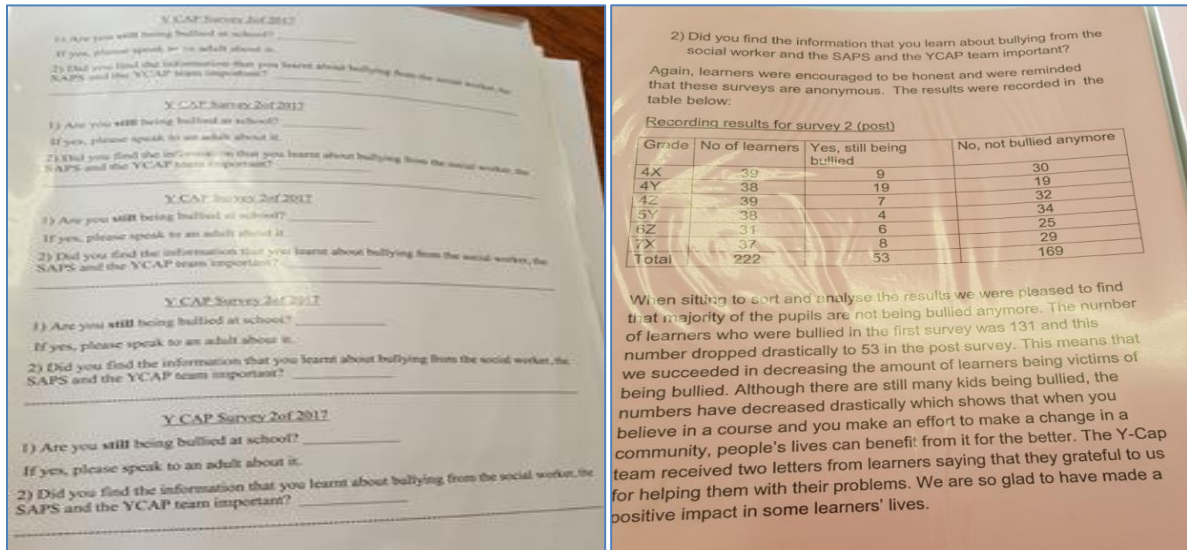


Figure 4.5: The post-survey questions and the results that showed a decrease in bullying

Learners have become more active, contributing citizens. The awareness of bullying and how to deal with it, after weeks of implementation and bringing the issue to the fore, taught the learners to be aware of other challenging behaviour around them and to deal with and solve their problems.

“The kids are more aware and point out bullying more often. The awareness of it helped the learners to identify bullying and to address it. Some kids now walk up to others and tell them to stop. Or others tell the teachers.” (YCAP leader – Participant 2).

“They take the information shared in the YCAP presentations and talk about it at school with peers or use it in their own lives. They use the information gathered at the YCAP presentations to address behaviour at school or their own lives.” (YCAP teacher – Participant 4).

“This contributes to their learning because they are learning to be better citizens, how not to bully, how it affects children and how it affects people learning. The YCAP helps them to solve problems in a responsible way.” (YCAP leader – Participant 2).

The YCAP helps the learners to solve problems in a responsible way.

“It instils compassion, kindness, positivity, motivation, confidence, helping others realise the importance of hard work, setting goals and trying hard to achieve them.” (YCAP teacher – Participant 4)

4.3.4 Theme 4: What is lacking in the character education programme?

As the school boasts success with the implementation and success of the YCAP, some participants are concerned about democracy and integration of the character education programme.

4.3.4.1 *Democracy in the character education programme*

The YCAP teacher participant felt that the YCAP was not democratic, as only some learners get chosen to participate in the YCAP team presentations. The YCAP guidelines in the toolkit allow a minimum of five and a maximum of ten learners per team, depending on how many groups the Grade 7 group may be split into. In this primary school there was only one team addressing bullying. According to the YCAP toolkit, only five presenters from the team would be invited to represent the team at the YCAP district presentations.

“Democratic to a point, as only a few kids get chosen for the presentation and to be in the team in the end.” (YCAP teacher – Participant 4).

Democratic participation allows learners to regard themselves as participants rather than spectators of their lives in school (Hubler-Larimore, 2011, in Hansen & James 2016:106). The principal participant remarked that some parents were also concerned about why the learners cannot all participate as part of the chosen YCAP team.

“All the learners are keen to join in the YCAP programme, and even the parents would question why the child was not chosen as part of the YCAP group.” (Principal – Participant 1).

4.3.4.2 *Integration into all academic curricula*

As discussed in section 1.2.4.4, the importance of integration of a character education programme into every phase of school life is important to develop good character. The YCAP toolkit states that the YCAP fits into two main subjects according to the Curriculum and Assessment Policy (CAPS) for Grade 7 learners: Economic and Management Sciences and Life Orientation.

Considering that the YCAP highlights the fact that the programme *fits* into the two different subjects, most participants agreed that the *integration* of the YCAP in other subjects and/or *inclusion* of the YCAP in the LO curriculum, across all grade levels, would benefit and include all learners.

“I would like it to be integrated with LO and more involved in LO rather. In that way it would be integrated and part of the learners’ learning. There is no time to do it out of the other subjects. It must be in all subjects.” (YCAP leader – Participant 2).

“It would be better if the YCAP is included in the LO curriculum, then it will not feel like it is an extra thing to do. We know we can do better, go deeper if we had more time to work on a specific theme, to leave a long lasting impact.” (YCAP teacher – Participant 4).

“I think a lot more kids will benefit if the YCAP is integrated into for fresh ideas in subjects and not to see it as a separate programme just run by one lead teacher every year.” (SBST – Participant 3).

“The teachers do not have enough time to implement the YCAP to its fullest potential and the learners cannot attend the available times of the YCAP meetings after school because of their transportation arrangements to go home. Coming back to the same point with the learners that come from different areas and far from school, we struggle to meet with the learners after school to discuss and work together.” (Principal – Participant 1).

4.3.5 Theme 5: The prevailing challenging behaviour after implementation of the character education programme

“Challenging behaviour is slightly increasing but more intense over the years.”
(SBST – Participant 3).

As discussed in section 4.3.1.1, the use and influence of technology, social media and information accessed via the internet on learners is a concern. The school cannot manage the use of cell phones outside of school as they do at school.

“At our school we ban phones during school time. We take phones if they switch them on during school time. Most of the learners live with their grandparents, who are too old and who are technology illiterate and struggle to manage social media platforms and websites at home.” (SBST – Participant 3).

Parents are not as involved as they should be. All these uses of social media platforms out of school cause challenging behaviour in school and negatively impact on the school environment.

“The values and the attitudes of the learners are changing because technology is changing. At our school, we ban phones during school time. We take phones if they switch them on during school time.” (SBST – Participant 3).

“The girls’ working together is at times a problem because they are on a lot of social platforms like group chats on their phones.” (YCAP teacher – Participant 4).

“A lot of the kids live with their grandparents and the grandparents don’t have the energy to follow up on their schoolwork. The kids will just tell the grandparents that they do not have homework. With the technology the grandparents don’t know how to work these phones or sites so cannot monitor what the kids do on their phones.” (SBST – Participant 3).

“Parents are not as involved as they should be and not always available when problems arise. Every day as a teacher it is something different that I have to solve that the kids complain about and about each other regarding these chat groups.” (YCAP teacher – Participant 4).

As discussed in section 4.3.3, the YCAP implementation positively influenced bullying, as a challenging behaviour, by creating an impact through continuous awareness and influences that led to reduction of bullying as a challenging behaviour at the school. The school strengthened the moral standards and concept of anti-bullying in real society by focusing on learners' real-life problems. Considering the impact made throughout the weeks, the school must also reflect and look at the importance of also strengthening those standards and concepts in the cyber society (Chang & Chou 2015:518). In section 4.3.1.1, cyber bullying was highlighted as influencing the extent of challenging behaviour in the primary school. The cyber bullying affects the school environment and the values and attitudes of the learners.

"The values and the attitudes of the learners are changing because technology is changing." (SBST – Participant 3).

The YCAP slogan reads "Turning values into actions, one step at a time". Chang and Chou (2015:519) add that learners also need to know how and when to apply these values in various contexts and situations. These contexts and situations must not just include in school behaviour, but also include behaviour in the cyber society and behaviour out of school.

"Because you can teach them morals and ethics and all those things, but as soon as they go away from here it is all undone. They go to a situation where those things are apparent when they leave after school." (Principal – Participant 1).

Another challenging behaviour: lack of interest and responsibility and a negative attitude towards school work was also highlighted by some participants. The attitude of the learners impacts on academics and school attendance.

"As the years progress, the learners are just getting worse. Academically, behaviour wise, attitude, books everything. We all are struggling is to get them to have the right attitude towards schooling. They don't seem interested at all. They are not interested, they are not doing homework, incomplete work, they leave their books at home, and they stroll into class late. So it is basically their attitude towards schooling that is the most challenging." (YCAP leader – Participant 2).

“The kids take absenteeism very lightly. The kids quickly just say they were sick. They do not take responsibility of why they are absent.” (SBST – Participant 3).

4.3.6 Theme 6: Constraints with the Implementation of the YCAP

The YCAP leader participant and the YCAP teacher participant feel that the YCAP is an extra workload on top of the subject area outcomes they already have to teach. They are under time constraints to implement the YCAP. In addition, the YCAP promotes sustainability of the projects implemented, which requires additional time to continue to implement the projects of the previous and the current year.

“We know we can do better, go deeper if we had more time to work on a specific theme to leave a long lasting impact.” (YCAP teacher – Participant 4).

“Some constraints we have are time to keep up with the projects of previous years. We have time constraints.” (YCAP leader – Participant 2).

4.4 DATA INTERPRETATION

In this section the empirical data is interpreted against the literature discussed in Chapter 2. The empirical study, guided by evidence obtained through interviews, field observation notes and document analysis, found that there were various causes (intrinsic and extrinsic) for the challenging behaviour in the primary school. The causes of challenging behaviour, as discussed in the literature review in section 2.2.1 (Intrinsic factors intertwined with Extrinsic Factors) and 2.2.2 (Extrinsic causes) and evident in this primary school are:

4.4.1 Intrinsic factors intertwined with extrinsic factors

4.4.1.1 Social intelligence

Many learners have great problems in adapting to social demands (Strydom & Lewis 2016:143). The discussion of learners' social intelligence in section 2.2.1.3 points out that peer-based interactions and increased novelty-seeking may result in challenging behaviour. In this primary school the learners, according to interview data gathered,

show the need for recognition and belonging to a social group as they interact with learners from their own and different home and school environments.

“The children have a lot of group pressure to fit in.” (SBST – Participant 3).

4.4.1.2 *Motivational intelligence*

The motivational system, as discussed in section 2.2.1.5, is as much part of human existence as other competencies. Learners’ energy and drive flow over to their behaviour. In the research, the YCAP leader participant and the YCAP teacher participant highlighted the low drive of the learner.

“I feel the learners are becoming less and less motivated and their attitude towards their work is getting worse. The most challenging behaviour in the Grade 7 group is their attitude towards classwork generally and schooling. What is very, very difficult for us, and we all are struggling [with] is to get them to have the right attitude towards schooling. They don’t seem interested at all. They are not interested, they are not doing homework, incomplete work, they leave their books at home, and they stroll into class late. So it is basically their attitude towards schooling that is the most challenging.” (YCAP leader – Participant 2).

“With the attitude I can see a difference in the children from last year to this year.” (YCAP teacher – Participant 4).

4.4.1.3 *Puberty*

The principal participant and the YCAP teacher participant highlighted puberty (as discussed in section 2.2.1.8) as an influence on challenging behaviour. Puberty is when learners undergo physical changes that cause them to experience a mixture of anxiety, excitement and pride which may lead to challenging behaviour (Vartanian 2005:424-425).

“The hormonal changes play a big part (YCAP teacher – Participant 4). As soon as the learners reach the Grade 7 level they see it as they are the big ones and they are the ones that are in charge and they try to assert their authority.” (Principal – Participant 1).

4.4.2 Extrinsic factors

4.4.2.1 *Socio-economic status*

The socio-economic status, as discussed in section 2.2.2.2, plays an important part in the behaviour of the learners. The concerns for most participants are the transportation and long-distance commute to school with learners from various schools and environments. The availability of the transportation services was a concern, due to taxi strikes and violent protest. The researcher noticed, during the climate observation of the school, the urgency among learners to “catch” their transportation at the end of the day. The learners did not bother to listen to the teachers instructing them to do so in an orderly manner.

“The whole school community is not in close area of the school. The parents live far away.” (SBST – Participant 3).

“Some learners wake up at 3 o’clock; 4 o’clock to be at school 7.30 am.” (YCAP leader – Participant 2).

“Almost 95% of the learners travel a long distance to school. Learners that travel to the school together in the same transportation does not all come to one specific school.” (SBST – Participant 3).

Another concern was that learners are stealing other learners’ lunch, money and property.

“Nowadays the kids are stealing stuff that is branded because they cannot afford it and to fit in with others.” (SBST – Participant 3).

4.4.2.2 *Family factors*

Family influence, as discussed in section 2.2.2.3, such as the lack of parental involvement, is another concerning factor as a cause of challenging behaviour. Some home environments fail to a large extent to provide learners with the background conducive to the harmonious development of positive behaviour patterns (Prinsloo & Gasa 2016:543).

“Parents are not as involved as they should be and not always available when problems arise.” (YCAP teacher – Participant 4).

“A lot of the kids live with their grandparents and the grandparents don’t have the energy to follow up on their schoolwork. The kids will just tell the grandparents that they do not have homework.” (SBST – Participant 3).

4.4.2.3 *Community factors*

The community factors discussed in section 2.2.2.5, such as the use of technology, specifically cellphones and social media platforms and access to the internet, influence behaviour. Influences of the mass media on these platforms are often in direct conflict with values (Prinsloo & Gasa 2016:549).

“Every child has a phone nowadays and all the chat platforms. They send negative messages about each other on these group chat platforms.” (SBST – Participant 3).

The social media platforms the learners visit on the internet are also a concern.

“Some of the older brothers and sisters goes into these sites and the younger grades get influenced like this as well. The kids are bombarded with all this information that the kids are confused about their values. The learners’ values and attitudes change.” (SBST – Participant 3).

4.4.3 Character education approaches

4.4.3.1 *Democratic citizen approach*

The Democratic Citizen approach, as discussed in section 2.3.3, stresses action concepts, and one very important concept is that of participation. The participants highlighted the fact that not all learners get to participate in the YCAP because only a maximum of ten learners can participate in a team, chosen by teacher auditions or teacher eliminations. Only five presenters from the team can then represent the team in the YCAP school district presentations.

“Democratic to a point, as only a few kids get chosen for the presentation and to be in the team in the end.” (YCAP teacher – Participant 4).

“All the learners are keen to join in the YCAP programme and even the parents would question why the child was not chosen as part of the YCAP group.” (Principal – Participant 1).

“I chose learners that are able to work on their own (they only need guidance from the teacher) because the children had to come up with ideas and strategies and do things themselves. We were looking at the children that were motivated and dedicated to work on their own.” (YCAP leader – Participant 2).

“But the kids get discouraged if they are not chosen to present at the YCAP.” (YCAP teacher – Participant 4).

4.4.3.2 *Service learning through an integrated approach*

Service through an integrated approach, as discussed in sections 1.2.3.2 and 2.3.5, is one where learners undertake some type of service project to assist others or try to make the community a better place to live in. It is action learning, in which the learner actively renders the service in order to learn. It integrates community service with action learning to enrich learning experience and ensure an impact that teaches learners responsibility. The YCAP, through its 12 steps, promotes impact and sustainability. The participants highlighted various service projects implemented and sustained as a required step by the YCAP (as described in section 2.4.5.1).

“I would say discussions and simulations, democratic engagement and service projects describes the YCAP best.” (YCAP leader – Participant 2).

Throughout the three-year implementation of the YCAP, the Grade 7 learners had assisted others and impacted on the community in various ways.

“We had different projects over the years where the community were involved in.” (YCAP teacher – Participant 4).

“We started with the first project with the vegetable garden. Last year with our littering and recycling project we went on to district level and the nationals’ level and came second with our project. That was very nice. So we continue with the projects of the previous years. The recycling project is still going on as we have recycling bins that you see around the school.” (YCAP leader – Participant 2).

“Like with the recycling project, to be working together with your peers I think is more effective than with us as educators instructing them to do certain things. The programme motivates them to take charge in their lives and improve their situations. What they want to get involved in. It empowers them to take charge of their own lives.” (Principal – Participant 1).

“We did well last year with the recycling project. We came first in the YCAP finals at the presentation of all the schools in our area. And this year we got awarded second place for the awareness we created regarding bullying and the impact of it. It creates a kind of cooperative atmosphere. The learners work together, they help each other. And they try to bring about improvements themselves in the school instead of us instructing them.” (Principal – Participant 1).

“With the recycling project we sold the items the kids made with the recycling things and entered that in a competition. We had a little competition as to who can design something with recyclable items. This linked to a lot of science and we also used it at the Science Fair.” (YCAP teacher – Participant 4).

“All these activities that we do are hands-on. All the children were taking part in discussions, making posters [see Figure 4.6] and being part of the meet up in different classrooms to do the survey. This contributes to their learning because they are learning to be better citizens, how not to bully, how it affects children and how it affects people learning. The awareness of it helped the learners to identify bullying and to address it. Some kids now walk up to others and tell them to stop.” (YCAP leader – Participant 2).



Figure 4.6: The team created posters to put up around the school to create an anti-bullying awareness

Service learning is action learning in which the learner actively renders the service in order to learn – this ties in closely with Dewey’s pragmatic approach, as discussed in section 4.4.4.2 below.

4.4.4 Theoretical framework

Figure 2.2 shows that democratic citizenship and service learning approaches, as discussed in section 4.4.3, are attuned to the study’s theoretical framework of the ecological environment through Dewey’s theory of pragmatics, social and emotional learning (SEL) and social learning theory.

4.4.4.1 Social learning theory (SLT)

The SLT recognises that the individual’s interpretation of the environmental possibilities is the most powerful influence on behaviour (Elias, Kranzler, Parker, Kash & Weissberg 2014:279-280). The influence of modelling and observation is the focus of SLT. Sections 4.4.4.2 and 4.4.4.3 highlight data gathered that shows influences on learners’ social learning.

“The YCAP motivates them to take charge in their lives and improve their situations. What they want to get involved in. It empowers them to take charge of their own lives.” (Principal – Participation 1).

“The other Grade 7s and other children in other grades are exposed when the group showcase and create awareness.” (SBST – Participant 3).

“For me this was nice that the kids wanted to be a part of the team to work to change things. This helps the children improve their behaviour towards each other.” (YCAP teacher – Participant 4).

4.4.4.2 *Ecological environment through Dewey’s theory of pragmatics*

Dewey argues that involvement of the “whole child” is important, with a focus on the child’s interests to promote active involvement. The YCAP promotes the focus on the interests of the child in Step 4, which advises that the learners must “Identify the topic and describe it”.

“They implement whatever they see the need for. If I think three years back we talked to them about the programme. They take charge, they identify, they talk to children, they look at the problem and they are familiar with it.” (Principal – Participant 1).

“I asked them to come up with issues that they are facing on their own.” (YCAP leader – Participant 2).

“The YCAP allows the kids to choose what they want to focus on and that is a great thing. We as teachers don’t always know what the kids go through or have problems with.” (YCAP teacher – Participant 4).

“We have to choose a topic that is a problem.” (Learner – Participant 6).

4.4.4.3 *Social and emotional learning (SEL)*

SEL as an educational process is focused on skills and attitudes. It is more important to focus on the learner’s life experiences (needs and interests, as discussed in section 4.4.4.2), together with the application of skills. Dewey’s pragmatic approach becomes apparent in SEL, as learners practise their skills when working collaboratively. Various skills are promoted throughout the 12 steps of the YCAP, including the ability to work collaboratively with one another. Various skills were highlighted by the participants,

such as communication skills, management skills, responsibility and working collaboratively together.

“They talk to the children; they also talk to their peers.” (Principal – Participant 1).

“The kids were appointed tasks or given roles according to their strengths and skills they already have: e.g. speakers, marketing, leaders, etc.” (YCAP teacher – Participant 4).

“They teach the children how to manage a project and how to manage the money for the project.” (Parent – Participant 5).

“The programme motivates them to take charge in their lives and improve their situations. What they want to get involved in. It empowers them to take charge of their own lives. Working together with your peers I think is more effective than with us as educators instructing them to do certain things.” (Principal – Participant 1).

“The programme allows the Grade 7s to work with each other from different Grade 7 classrooms and to work with all the other children in the school, like when they had to conduct the surveys in the other grades.” (YCAP teacher – Participant 4).

4.5 CONCLUDING REMARKS

This chapter presented the results of the empirical study to gain insight into a case study conducted at a primary school in Gauteng that had been implementing YCAP in addition to the Life Orientation (LO) in Grade 7. The next chapter concludes the study by providing a summary of the literature and the empirical study results, prior to answering the research questions.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

Challenging behaviour in schools has attracted growing attention from many observers worldwide (Moyo et al 2014:1) including South Africa. Prinsloo and Gasa (2016:543) state that a general climate of challenging behaviour is one of the important problems that teachers in South Africa face. This research study was ignited when the researcher came across research of Battistich (2008:81), who suggests that high-quality character education is a promising approach to preventing a range of challenging behaviours. The researcher then reviewed the literature (see sections 1.1.1–1.2.3.3; 1.4.1–1.5.3) to formulate a research problem: (see sections 1.8 and 3.2):

How does the implementation of character education address challenging behaviour as a barrier to learning in a primary school in Gauteng?

Consequently, four sub-research questions were posed at section 1.8:

- What are the causes and extent of challenging behaviour in schools?
- What do character education programmes that can be added to school curricula entail?
- What is the influence of character education in relation to challenging behaviour in schools?
- What is lacking in character education programmes?

Despite character education already being included in the Life Orientation curriculum, challenging behaviour still prevails (Marais & Meier 2010:41; Prinsloo & Gasa 2016:543). Therefore, the study aimed at investigating character education programmes that schools can implement in *addition* to Life Orientation, to explore their influence on challenging behaviour. The four sub-research questions stated above were then divided into two subsets, to focus on the objectives in exploring the influence of character education on challenging behaviour (see sections 3.2.1–3.2.2):

- The first objective was to conduct a literature study into the causative factors of challenging behaviour; approaches to character education; character education programmes; and the outcomes of these programmes with regard to challenging behaviour (see section 1.9). The first objective was guided by the following questions:
 - What are the causes of challenging behaviour in schools?
 - What do character education programmes that can be added to school curricula entail?
 - What is the influence of character education in relation to challenging behaviour in schools?
 - What is lacking in character education programmes?

- The second objective was to conduct an empirical investigation at a primary school in Gauteng to explore the following:
 - What was the extent of challenging behaviour in Grade 7 prior to the implementation of character education additional to Life Orientation?
 - What does the additional character education in Grade 7 entail?
 - What is the influence of the additional character education in relation to challenging behaviour in Grade 7?
 - What is the prevailing challenging behaviour in Grade 7?
 - What is lacking in the additional character education?

Table 5.1 shows the combination of the subsets of questions in relation to the research sub-questions.

Table 5.1: Research questions combined with subsets

Research sub-question	Subsets of questions
What are the causes and extent of challenging behaviour in schools?	<ul style="list-style-type: none"> • What are the causes of challenging behaviour in schools? • What was the extent of challenging behaviour in Grade 7 prior to the implementation of character education additional to Life Orientation? • What is the prevailing challenging behaviour in Grade 7?
What do character education programmes that can be added to school curricula entail?	<ul style="list-style-type: none"> • What do character education programmes that can be added to school curricula entail? • What does the additional character education in Grade 7 entail?
What is the influence of character education in relation to challenging behaviour in schools?	<ul style="list-style-type: none"> • What is the influence of character education in relation to challenging behaviour in schools? • What is the influence of the additional character education in relation to challenging behaviour in Grade 7?
What is lacking in character education programmes?	<ul style="list-style-type: none"> • What is lacking in character education programmes? • What is lacking in the additional character education?

This chapter provides a summary of the research findings according to the two objectives; first, the scholarly review findings in Chapter 2 and, secondly, the empirical research findings in Chapter 4. Research conclusions, recommendations, avenues for further research and limitations of the study are also addressed in this chapter.

5.2 SUMMARY OF RESEARCH FINDINGS

The scholarly review findings in Chapter 2 are summarised below, followed by the empirical research findings.

5.2.1 Scholarly review findings

The literature study as presented in Chapter 2 provided the foundation for building the study and placing the study within both the international and the South African context. The literature study focused on the causative factors of challenging behaviour in section 2.2, character education approaches in section 2.3, character education programmes in section 2.4 and what is lacking in character education programmes in section 2.5. Table 2.2 contains a summary of the literature study in relation to the sub-research questions, the key findings of which are summarised below.

5.2.1.1 *The literature study on causative factors*

The researcher relied strongly on the work of Strydom and Lewis (2016), who describe various intelligences whose lack contributes to challenging behaviour, depending on intrinsic factors intertwined with extrinsic factors. The reasons why the learners do not acquire competencies or life skills may include the lack of physical, emotional, social, cognitive, motivational and moral intelligences (sections 2.2.1.1–2.2.1.6). Other contributing causative factors associated with developmental stages may be situational intelligence, puberty, giftedness and substance abuse (sections 2.2.1.7–2.2.1.10). Autism spectrum disorder or medical and psychological conditions could also contribute to challenging behaviour.

Extrinsic risk factors in the immediate environment of the learner are crime, violence, gangs, gender equality, socio-economic status, family, school-related factors and community-related factors (section 2.2.2.)

5.2.1.2 *Character education approaches*

The literature study on character education approaches found that there are controversies regarding which values, principles or approaches to teach in character education (Pike 2010:312). With the evolution of character education, controversy arose over which principles (Aristotelian, Socratic, democratic, political perspectives, service learning and/or integrated programmes) are the best for teaching character (section 1.4.1.1). However, the democratic citizenship and service learning approaches are attuned to the study's theoretical framework. Hence, this research aimed to identify democratic citizenship and/or service learning programmes that schools could implement in addition to Life Orientation.

5.2.1.3 *Character education programmes*

The literature review looked at the principles, approaches and strategies of three character education programmes, namely the CEP, the Jubilee Centre's framework and the subject of Life Orientation. After reflecting on the CEP and the Jubilee Centre's framework, as well as taking cognisance of the Life Orientation curriculum, the

researcher identified a fourth programme – the YCAP – and this became the focus of the study (section 2.4).

5.2.1.4 The influence of character education in relation to challenging behaviour in schools

Literature on the influence of character education on challenging behaviour is somewhat scanty.

- The CEP reported significant improvement in pro-social behaviour such as cooperation, while respect and compassion were replacing negative behaviour such as violence, disrespect and apathy.
- The Jubilee Centre has not yet conducted research on challenging behaviour.
- Research on Life Orientation in South Africa is not specifically related to challenging behaviour.
- Empirical research about the influence of the YCAP on challenging behaviour per se could not be found. However, research conducted by the YCAP (2011–2012: 8-30) found that learners strongly agreed or agreed that the programme promoted skills such as working in a team, discipline, listening skills, respect, critical thinking and decision making. These skills could possibly influence challenging behaviour.

5.2.1.5 What is lacking in character education programmes?

It is also important to consider what is lacking in such programmes. Citizenship education includes the core values of democracy and should have a far more rigorous and central concern to include matters of justice and social ontology. Waghid (2015:253) states that the Department of Basic Education in South Africa has not produced enough plausible ways to teach democratic citizenship and that this has not been adequately realised in schools in South Africa. Political engagement in civic and citizenship education is somewhat absent in programmes; learners should be taught what participation looks like and why it may be valuable.

5.2.2 Empirical research findings

Figure 5.1 displays six themes that were identified by the empirical study.

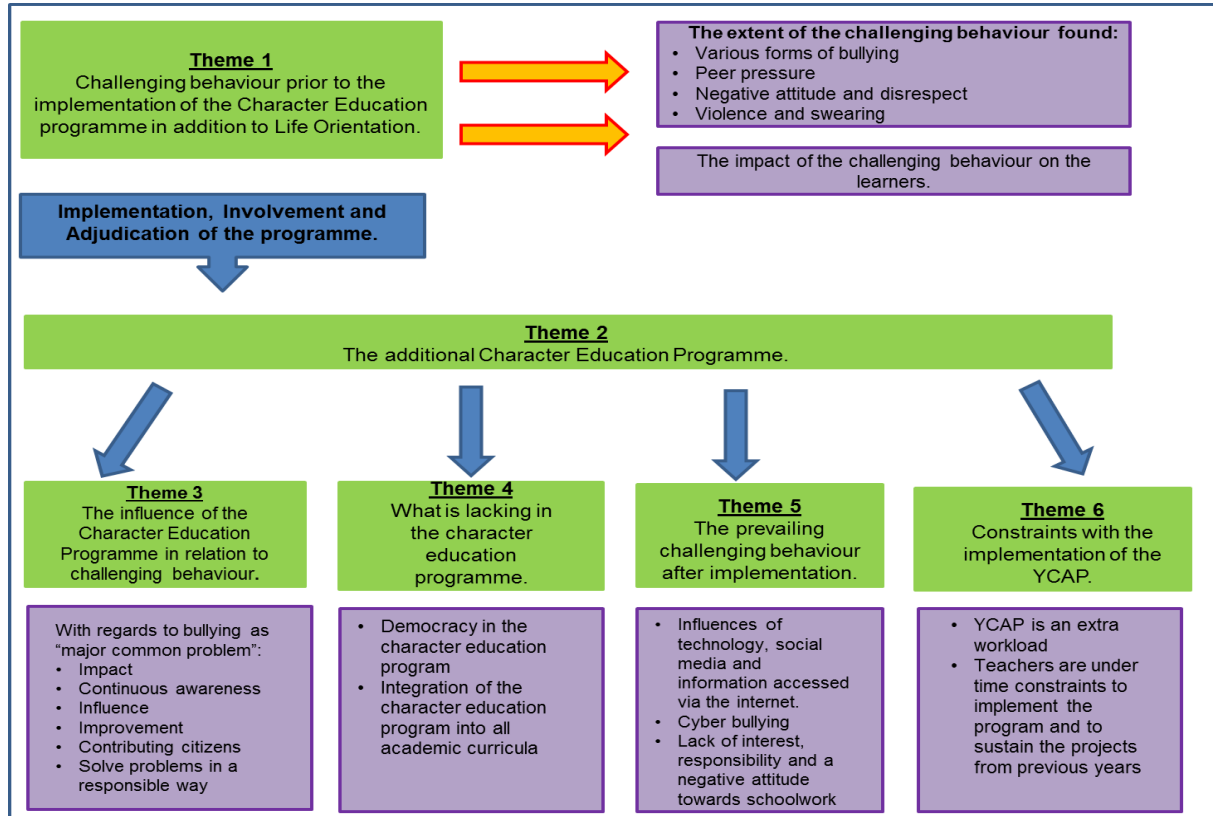


Figure 5.1: Summary of the empirical findings – Theme 1 to Theme 6

The themes are as follows:

- **Theme 1: Challenging behaviour prior to the implementation of the character education programme.** Challenging behaviour such as various forms of bullying, peer pressure, negative attitudes and disrespect, violence and swearing were reported by the participants as challenging behaviour prior to the implementation of the YCAP. The participants also highlighted the impact of the challenging behaviour on learners (section 4.3.1.2).
- **Theme 2: The additional character education programme.** The researcher gained information through document analysis about the implementation, involvement and adjudication of the YCAP (sections 4.3.2.1–4.3.2.4).
- **Theme 3: The influence of the character education programme in relation to challenging behaviour.** A decrease was evident with regard to bullying as the

major common challenging behaviour in the school. The implementation of the YCAP impacted on and improved behaviour through continuous awareness and education.

- **Theme 4: What is lacking in the character education programme?** Some participants are concerned about how democratic the programme is, as only certain learners are chosen to run the YCAP. Some participants are of the opinion that character education should be included in all academic curricula.
- **Theme 5: The prevailing challenging behaviour after implementation.** The prevailing challenging behaviour after the implementation of the YCAP was mainly due to the influences of technology, social media and information accessed via the internet. Cyber bullying was highlighted as one of the disturbing examples of challenging behaviour in section 4.3.1.1. Considering the impact of the YCAP, the school should look at measures to strengthen the standards and values in the cyber society (Chang & Chou 2015:518). Lack of interest and responsibility and a negative attitude towards schoolwork still prevail as challenging behaviour.
- **Theme 6: Constraints in the implementation of the YCAP.** Some of the participants see the YCAP as an extra workload. They are also under time constraints to implement the programme and to sustain the projects from previous years.

This study led the researcher to the research conclusions that are presented in the following section.

5.3 RESEARCH CONCLUSIONS

The answers to the research sub-questions are presented as conclusions based on the scholarly review and empirical research findings. It should be noted that these conclusions are solely based on the literature consulted, coupled with the small-scale empirical study; this implies that the conclusions cannot be generalised, as they are only applicable to this particular study. However, these conclusions could indicate the potential value of the YCAP in other educational settings. These conclusions also enabled the researcher to respond to the initial statement of the problem.

5.3.1 What are the causes and extent of challenging behaviour in schools?

The conclusions regarding the causes are based on both the literature study and empirical studies. However, the extent of challenging behaviour was not covered by the literature study. Therefore, conclusions regarding the extent of challenging behaviour are based on the empirical study only.

5.3.1.1 *Causes of the challenging behaviour in schools*

- **Social intelligence.** Peer-based interactions and increased novelty-seeking may result in challenging behaviour. In this primary school the learners show the need for recognition and belonging to a social group. Interacting with learners from various environments could thus contribute to challenging behaviour.
- **Motivational intelligence.** Motivational intelligence is as much a part of human existence as other competencies. A learner's energy and drive flows over to his or her behaviour. Lack of motivation and consequent challenging behaviour are evident in the lack of interest and responsibility, as well as negative attitudes towards schoolwork in some learners at the primary school.
- **Puberty.** The influence of puberty as a contributing factor to challenging behaviour is confirmed by the participants, who highlighted the changes they see in the Grade 7 learners.
- **Family factors.** Lack of parental involvement contributes to challenging behaviour, as confirmed by the empirical findings.
- **Community factors.** The availability of cell phones and access to social media platforms and the internet contribute to challenging behaviour.

5.3.1.2 *Empirical extent of challenging behaviour before the YCAP implementation*

The learners themselves, through the implementation of the YCAP, identified bullying as the most prevalent form of challenging behaviour in 2017. The extent of bullying was widespread, ranging from verbal, physical, emotional and social to cyber bullying. Other challenging behaviour such as peer pressure, negative attitudes and disrespect, violence and swearing were reported by the participants.

5.3.1.3 Empirical extent of challenging behaviour after the YCAP implementation

The YCAP slogan reads “Turning values into actions, one step at a time”, which proved fruitful, as less bullying was reported after the YCAP implementation. Conclusions about other prevailing forms of challenging behaviour are not drawn since the YCAP was designed “one step at a time” to target bullying in 2017.

5.3.2 What do character education programmes that could be added to school curricula entail?

Within the South African context, the merge of character education programmes with the theoretical framework of the study shows that schools can implement democratic citizenship and/or service learning programmes in addition to Life Orientation. The YCAP is a suitable additional programme.

The empirical study found that the YCAP initiative has implemented and sustained service projects since the inception of the programme at the school three years ago. The projects of the past three years include a vegetable garden, a recycling project and dealing with bullying. The projects are run by the Grade 7 learners for the benefit of the other learners in the school, and to some extent the community.

Step 4 (section 4.3) of the YCAP states that the learners themselves have to identify the topic of the service project and describe it. The YCAP is thus compliant with the theoretical framework, as it was empirically established that the learners based their preference for a particular service project on their life experiences and interests to ensure active involvement.

5.3.3 What is the influence of character education in relation to challenging behaviour in schools?

The literature review found that the CEP reported significant improvement in pro-social behaviour such as cooperation, while respect and compassion were replacing negative behaviour such as violence, disrespect and apathy. The empirical study found that the YCAP decreased bullying behaviour in the particular primary school.

5.3.4 What is lacking in character education programmes?

The literature's finding that democratic citizenship deserves to have a far more rigorous and central concern is empirically echoed by the YCAP, as participation is limited to ten learners through teacher auditions or teacher eliminations. These ten learners constitute one team at the school, who in 2017 addressed bullying behaviour. The YCAP toolkit also states that only five presenters from the team could represent the team at the district, provincial and national level of competitions. Although the practical reasons behind these limitations are obvious, learners could be deprived of active participation.

5.3.5 Problem statement: How does the implementation of character education address challenging behaviour as a barrier to learning in a primary school in Gauteng?

The empirical study delimited challenging behaviour to bullying only at the time of the investigation. The YCAP is implemented in addition to Life Orientation at this particular school in Gauteng. Since a limited number of learners were included as members of the YCAP team, the Grade 7 learners had to volunteer to participate in the YCAP. The teacher who headed the YCAP at the school chose ten YCAP team members.

The YCAP team members participated actively to create awareness regarding bullying as challenging behaviour and devise strategies on how to deal with it. They conducted research through pre- and post-surveys to determine how many learners were being bullied. The YCAP team planned actions such as placing posters around the school and producing a play to teach the learners various strategies to deal with bullying. They performed the play during assemblies. Some teachers were also involved and addressed the topic of bullying in Life Skills curricula. Community members (the police and a social worker) presented talks about bullying at the school.

The entire project followed the 12 Steps (section 4.3) of the YCAP toolkit. The project was then contained in a portfolio of evidence, mainly for the purpose of competing against other schools in YCAP competitions. The outcome of the post-survey showed a decrease in bullying behaviour that could facilitate learning.

The small-scale qualitative empirical investigation does not allow for many substantial recommendations, but two are addressed in the section below.

5.4 RECOMMENDATIONS

The following recommendations are made since the implementation of the YCAP provided evidence of the decline in bullying in a Gauteng primary school:

- Recommendation 1: This particular primary school in Gauteng should extend the YCAP to include other forms of challenging behaviour.
- Recommendation 2: This particular primary school in Gauteng should reach out to neighbouring schools that are not implementing the YCAP to promote the implementation of the YCAP and to share their expertise.

Flowing from these recommendations, avenues for further research become evident as the next logical step, in the researcher's opinion.

5.5 AVENUES FOR FURTHER RESEARCH

- Comparative studies between primary schools could be conducted concerning character education supplemented by the YCAP and the effect on challenging behaviour.
- Larger scale studies into character education supplemented by the YCAP in relation to challenging behaviour are required.
- Longitudinal studies to explore the influence of character education as supplemented by the YCAP and challenging behaviour would contribute to extending the body of knowledge.

The researcher also needs to acknowledge the limitations of the study.

5.6 LIMITATIONS OF THE STUDY

The study is limited by the researcher herself; firstly by being a novice researcher who is still acquiring research skills and, secondly, by living in one country and conducting the empirical research in another country. Conducting the empirical research limited the

onsite data collection to two days, whereas living in the same country could have resulted, for instance, in more frequent visits to the particular school. Observation over extended periods could have yielded more results.

An obvious limitation of the empirical research is the small number of participants (N=6). The findings are specific to the sample group and therefore cannot be generalised to a larger population.

Since bullying was the YCAP topic for 2017, the empirical study into character education and challenging behaviour is in effect delimited to the study of character education and bullying as challenging behaviour. However, it could be argued that the decrease in bullying could be transferred to other forms of challenging behaviour when addressed by the YCAP.

5.7 CONCLUDING REMARKS

The study shows the authentic and sometimes winding road of exploring the influence of character education on challenging behaviour. The journey departed from the vast fields of character education to systematically arrive at the YCAP as implemented in addition to Life Orientation at a particular primary school. It transpired that the YCAP, which vests in social and experiential learning, as well as modelling and observation, was valuable in addressing bullying as a challenging behaviour in particular. On a personal level, the researcher has been enriched by encountering not only the YCAP, but especially all the participants who dedicate themselves to the implementation thereof.

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ANNEXURES

Appendix A: Ethical clearance certificate



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2017/06/14

Ref#: 2017/06/14/32950926/23/MC

Dear Mrs Vorster,

Name: Mrs M Vorster

Student: 32950926

Decision: Ethics Approval from
2017/06/14 to 2020/06/14

Researcher:

Name: Mrs M Vorster

Email: Ritz2204@yahoo.com

Telephone#: +971553275009

Supervisor:

Name: Prof D Krüger

Email: kruged@unisa.ac.za

Telephone#: 012 429 4520

Title of research:

The case of character education to address challenging behaviour in a Gauteng primary school

Qualification: M Ed in Inclusive Education

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2017/06/14 to 2020/06/14.

The medium risk application was reviewed by the Ethics Review Committee on 2017/06/14 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:



University of South Africa
Pretorius Street, Maitland, Johannesburg, City of Johannesburg
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

Appendix B: GDE research approval letter



GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	12 June 2017
Validity of Research Approval:	06 February 2017 – 29 September 2017 2017/139
Name of Researcher:	Vorster M.
Address of Researcher:	P O Box 9769 Cinda Park Boksburg, 1483
Telephone Number:	083 308 8353 +971 55327 5009
Email address:	ritz2204@yahoo.com
Research Topic:	The case of character education to address challenging behaviour in a Gauteng primary school
Number and type of schools:	One Primary School
District/s/HO	Gauteng North

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

Handwritten signature and date: 12/6/2017

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmons Street, Johannesburg, 2001

Tel: (011) 555 0483

Email: Felih. Ishacalela@gauteng.gov.za

Website: www.education.gpg.gov.za

Appendix C (1): Editing certificate**INVOICE – MJ MARCHAND**

PO Box 35430
 MENLO PARK
 0102
 Tel/Fax: (012) 460 5727
 Cell 082 343 0325
 E-mail: marchm@iafrica.com

14, Twenty First Street
 MENLO PARK
 Pretoria
 0081
 14 June 2017

For attention of:
 Maritza Vorster
 ritz2204@yahoo.com

Editing of six interview schedules for research study entitled “The case of character education to address challenging behaviour in a Gauteng primary school” for an M. Ed. degree at Unisa, supervisor Prof. Deirdré Krüger.

R50 per schedule

R 300,00

Details of Bank account:

Name of Bank: **Absa Bank; Branch Menlyn Maine, Pretoria; Branch code** [REDACTED]

Type of account: [REDACTED]; *Name of account holder:*

M J Marchand; Account number: [REDACTED]

(Please give your name as the reference.)

Marion J Marchand

BA, H Dipl Lib, HED,

Postgraduate Certificate in Editing UP; Accredited Translator (Afrikaans to English)

and English Editor, South African Translators' Institute; Member Professional Editors' Guild; Member of the English Academy

Appendix C (2): Editing certificate**INVOICE – MJ MARCHAND**

PO Box 35430
 MENLO PARK
 0102
 Tel/Fax: (012) 460 5727
 Cell 082 343 0325
 E-mail: marchm@iafrica.com

14, Twenty First Street
 MENLO PARK
 Pretoria
 0081
 22 May 2017

For attention of:
 Maritza Vorster
 ritz2204@yahoo.com

Editing of eight assent and consent letters for research study entitled “The case of character education to address challenging behaviour in a Gauteng primary school” for an M. Ed. degree at Unisa, supervisor Prof. Deirdré Krüger.

7842 words @ 15c per word

R 1 100,00

Details of Bank account:

Name of Bank: **Absa Bank; Branch Menlyn Maine, Pretoria; Branch code** [REDACTED]

Type of account: [REDACTED]; *Name of account holder:*

M J Marchand; Account number: [REDACTED]

(Please give your name as the reference.)

Marion J Marchand

BA, H Dipl Lib, HED,

Postgraduate Certificate in Editing UP; Accredited Translator (Afrikaans to English)

and English Editor, South African Translators' Institute; Member Professional Editors'

Guild; Member of the English Academy

Appendix C (3): Editing certificate**INVOICE – MJ MARCHAND**

PO Box 35430
 MENLO PARK
 0102
 Tel/Fax: (012) 460 5727
 Cell 082 343 0325
 E-mail: marchm@iafrica.com

14, Twenty First Street
 MENLO PARK
 Pretoria
 0081
 9 September 2017

For attention of:
 Maritza Vorster
 ritz2204@yahoo.com

Editing of chapters 1 to 5 of research study entitled “The case of character education to address challenging behaviour in a Gauteng primary school” for an M. Ed. degree at Unisa, supervisor Prof. Deirdré Krüger.

25 700 words @ 21c per word (medium to heavy edit)	R 5 397,00
Editing reference list & checking entries with text:	
5 hours @ R200 per hour	R 1 000,00
.....Total	R 6 397,00

Details of Bank account:

Name of Bank: **Absa Bank; Branch Menlyn Maine, Pretoria;** *Branch code* [REDACTED]

Type of account: [REDACTED] *Name of account holder:*

M J Marchand; *Account number:* [REDACTED]

(Please give your name as the reference.)

Marion J Marchand

BA, H Dipl Lib, HED,

Postgraduate Certificate in Editing UP; Accredited Translator (Afrikaans to English)

and English Editor, South African Translators' Institute; Member Professional Editors'

Guild; Member of the English Academy

Appendix D: School permission

REQUESTING PERMISSION TO CONDUCT RESEARCH REGARDING THE YOUTH CITIZENS ACTION PROGRAMME (YCAP)

**Request for permission to conduct research on the YCAP [REDACTED] Primary
School entitled:**

“The case of character education to address challenging behaviour in a Gauteng primary school.”

Maritza Vorster
P.O Box 9769
Cinda Park
Boksburg
1463

The Principal

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] 2017

Dear [REDACTED] and Members of the School Governing Body:

My name is Maritza Vorster and I am doing research under the supervision of Prof. Deirdré Krüger (Tel: 012 429 4520, email: kruged@unisa.ac.za), towards an M. Ed. degree in Inclusive Education at the University of South Africa (Unisa). We are asking permission for some members of the school to participate in a study entitled: “The case of character education to address challenging behaviour in a Gauteng primary school.”

Background information about me:

- I have been in Education practice for 15 years in various grade levels from Grade 0 to Grade 7.
- For the past five years I have been Head of Department of Mathematics and Head of Faculty at a Kindergarten school in the United Arab Emirates.

Aims:

The study aims to investigate the following question: How does the implementation of character education address challenging behaviour in a primary school in Gauteng?

Your school has been selected because:

- The school is based in Gauteng and the school implements a character education programme (YCAP) in addition to Life Orientation for Grade 7 learners.
- The school was chosen as a winner for YCAP implementation for one or more previous years.

The research study at your school will entail:

- interviews with six purposefully selected participants: the school principal, the YCAP leader, the School Based Support Team (SBST) chairperson, a Grade 7 teacher involved in the implementation of the YCAP, a Grade 7 learner involved in the YCAP and a parent of a Grade 7 learner involved in the programme. The duration of the interviews will not be more than half an hour per participant. The interviews will be audio recorded. The interviews will be held after school hours at a time based on the participant's consent/assent and availability. The interviews will be in a private room provided by the school, free from distraction and noise.

The following conditions will apply:

- the school and the YCAP leader to be identified by the Chief Executive Officer (CEO) of the Youth Citizens Action Programme.
- the principal to be identified by the CEO of the YCAP
- the SBST leader to be identified by the school principal
- the Grade 7 teacher involved in the implementation of the YCAP to be identified by the principal or the YCAP leader
- the Grade 7 learner involved in the YCAP to be identified by the YCAP leader
- the parent of a Grade 7 learner to be identified by the principal or the YCAP leader
- the six participants to be selected based on their involvement, experience and knowledge of the YCAP and their proficiency in English
- I would like to examine any documents related to the YCA programme that you feel could contribute to my research at your school, such as curricular, teacher or learner documents, portfolios or any other documentation that would explain and support the programme. With permission, I would like to take photocopies of the documentation where possible, or alternatively take photographs of the documents where it is not possible to make photocopies.

Potential benefits:

The benefits of this study are that the research could expand the body of knowledge regarding the YCAP in relation to challenging behaviour.

Ethical considerations:

- I will respect the rights, needs, desires and values of the participants.
- I will obtain Ethical Clearance from the University of South Africa.

- I will obtain permission from the Department of Education.
- I will obtain signed consent/assent letters from all participants involved and I will in their permission letters fully inform the participants of their rights, possible risks and procedures regarding the interviews.
- I will inform the participants that they can stop participating in the research at any time if they wish to do so.
- I will not identify the school, staff or learners in my research study. There might, however, be a possibility that the school could be identified through various other platforms such as the YCAP website, social platforms or newspaper articles because of the school's status as a winner of the implementation of the YCAP.

Logistical requests:

I request the use of a room after school free from background noise and interruptions to conduct the interviews with the six participants.

Consequences of participating in the study:

The consequence of participating in this study would be the time of half an hour allocated per participant to conduct an interview.

How will you be informed of the findings/results of the research?

I will collect the email addresses from the participants so that I can email them the report containing the findings of the research. The report to the learner will be passed on through an adult participant. The participants can contact me on my email to discuss questions they have, or points they do not understand or need clarity on about the research. I am currently residing in the United Arab Emirates and I will meet up with the participants on my next visit to South Africa to answer any further questions they might have regarding the research.

Thank you for your time and consideration. Please contact me via email if you need any more clarity regarding my request.

Yours sincerely

Maritza Vorster ritz2204@yahoo.com

Appendix E: Principal consent

REQUESTING CONSENT FOR AN INTERVIEW WITH THE SCHOOL PRINCIPAL

Maritza Vorster
P.O Box 9769
Cinda Park
Boksburg
1463

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED] 2017

The Youth Citizens Action Programme (YCAP) to address challenging behaviour

Dear [REDACTED]

My name is Maritza Vorster and I am doing research under the supervision of Prof. Deirdré Krüger (Tel: 012 429 4520, email: kruged@unisa.ac.za), towards an M. Ed. in Inclusive Education at the University of South Africa (Unisa). We are inviting you to participate in a study entitled: "The case of character education to address challenging behaviour in a Gauteng primary school."

What is the aim of the study?

The study aims to investigate the following question: How does the implementation of character education address challenging behaviour as a barrier to learning in a primary school in Gauteng?

Why are you being invited to participate?

As the school principal, you are being invited to participate in the research study by taking part in an individual interview to share your knowledge and experiences of the YCAP implemented at the school. There are five other participants from the school in this research, including a Grade 7 learner; they will each take part in an individual interview. As the principal at your school, I would welcome your valuable contribution to my study.

What is the nature of your participation?

As a participant you would be taking part in an interview which would last no longer than half an hour; the interview would be audio recorded. If you consent to take part, the interview will take place after school in a private room provided by the school, free from noise and distraction.

I would like to examine any documents related to the YCAP that you feel could contribute to my research at your school, such as curricular, teacher or learner documents, portfolios or any other documentation. If you are willing to make such documents available, I could collect them when I have permission to conduct the research and for the documents to be shared. These documents will be photocopied or photographed for me to use as evidence for the data-rich description in my research report. The documents will be returned in good time so as not to cause inconvenience.

Can you withdraw from this study even after having agreed to participate?

Participation in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time without giving a reason.

Potential benefits:

Your contribution could expand the body of knowledge regarding the Youth Citizens Action Programme and its effects in relation to challenging behaviour.

Consequences of participating in the research study:

The consequence of participating in the interview will be the time of half an hour that you would have to set aside to participate in the interview. Another possible consequence of participating in the interview is that the School Governing Body (SGB) might be aware that you are a prospective participant; therefore anonymity as regards your participation could not be guaranteed.

Confidentiality:

Your name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a code number and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. The information gathered will be used in the research report.

Security of the data:

Hard copies of the interview answers and the photocopies of the documentation will be stored by the researcher for a period of five years in a locked filing cabinet in a secure place. The electronic information, like the audio recordings of the interviews and the photographs taken of the documentation (where it was not possible to photocopy it), will be stored on a password-protected computer and password-protected external hard drive. Future use of the stored data will be subject to further Research Ethics approval. After the five years the hard copies will be shredded and recorded electronic copies will be permanently deleted from the hard drive of the computer and the external hard drive through the use of a relevant software program.

Payment or incentives:

There will be no payment or gifts involved as a reward for participating in this study.

Has the study received ethical approval?

This study has received written approval from the Research Ethics Review Committee at Unisa. A copy of the approval letter can be obtained from me if you so wish.

How will you be informed of the findings/results of the research?

A report containing the findings of the research will be emailed to you. You can contact me on my email to discuss questions you have, or points you do not understand or need clarity on about the research. I am currently residing in the United Arab Emirates and I will meet up with you on my next visit to South Africa to answer any further questions that you might have regarding the research.

Thank you for your time and consideration. Should you have concerns about the way in which the research has been conducted, you may contact Prof. Deirdré Krüger (Tel: 012 429 4520, email: kruged@unisa.ac.za), the supervisor of this research.

Thank you for taking time to read this information sheet and for participating in this study if you so decide.

Maritza Vorster ritz2204@yahoo.com

CONSENT TO PARTICIPATE IN THIS STUDY (Return slip)

I, _____ (participant name), confirm that the person asking my consent has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation in this research study.

I am aware that the interview will be audio recorded.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty.

I agree to the photocopying and/or photographing of any relevant documents as approved by the school.

I am aware that the findings of this study will be processed in a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified by me.

Participant Name & Surname (please print)

Participant Signature

Date

Researcher's Name & Surname

Maritza Vorster

Researcher's signature

Date

Appendix F: The teacher who heads the Youth Citizens Action Programme

REQUESTING CONSENT FOR AN INTERVIEW WITH THE YOUTH CITIZENS ACTION (YCAP) LEADER

Maritza Vorster
P.O Box 9769
Cinda Park
Boksburg
1463

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED] 2017

The Youth Citizens Action Programme (YCAP) to address challenging behaviour

Dear prospective participant:

My name is Maritza Vorster and I am doing research under the supervision of Prof. Deirdré Krüger (Tel: 012 429 4520, email: kruged@unisa.ac.za) towards an M. Ed. in Inclusive Education at the University of South Africa (Unisa). We are inviting you to participate in a study entitled: "The case of character education to address challenging behaviour in a Gauteng primary school."

What is the aim of the study?

The study aims to investigate the following question: How does the implementation of character education address challenging behaviour as a barrier to learning in a primary school in Gauteng?

Why are you being invited to participate?

You are invited, as the YCAP leader, to participate in the research study by taking part in an individual interview to share your knowledge and experience about the research topic and the YCAP implemented at the school. There will be five other participants in this research, including a Grade 7 learner. As an identified YCAP leader at your school, I would welcome your valuable contribution to my study.

What is the nature of your participation?

As a participant, you will be taking part in an interview which will be no longer than half an hour; the interview will be audio recorded. If you consent to take part, the interview will take place after school in a private room provided by the school, free from noise and distraction.

I would like to examine any documents related to the YCAP that you feel could contribute to my research at your school, such as curricular, teacher or learner documents, portfolios or any other documentation. If you are willing to make any such documents available, they would be collected when the school gives permission to conduct the research and for documents to be shared. These documents will be photocopied or photographed for me to use as evidence for the data-rich description in my research report. The documents will be returned in good time so as not to cause inconvenience.

Can you withdraw from this study even after having agreed to participate?

Participation in this study is voluntary and you are under no obligation to consent to participate. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time without giving a reason.

Potential benefits:

Your contribution could expand the body of knowledge regarding the YCAP in relation to challenging behaviour.

Consequences of participating in the research study:

A consequence of participating in the interview will be the time of half an hour that you would have to set aside to participate in the interview. Another possible risk of participating in the interview is that the School Governing Body (SGB) might be aware that you are a prospective participant; therefore anonymity as far as your having taken part cannot be guaranteed.

Confidentiality:

Your name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a code number and you will be referred to in this way in the data, any publications, or other research-reporting methods such as conference proceedings.

Security of the data:

Hard copies of the interview answers and the photocopies of the documentation will be stored by the researcher for a period of five years in a locked filing cabinet in a secure place. The electronic information, like the audio recordings of the interviews and the photographs or

photocopies of the documentation, will be stored on a password-protected computer and password-protected external hard drive. Future use of the stored data will be subject to further Research Ethics approval. After the five years, the hard copies will be shredded, and recorded electronic copies will be permanently deleted from the hard drive of the computer and the external hard drive through the use of a relevant software program.

Payment or incentives:

There will be no payment or gifts involved as a reward for participating in this study.

Has the study received ethical approval?

This study has received written approval from the Research Ethics Review Committee at Unisa. A copy of the approval letter can be obtained from me if you so wish.

How will you be informed of the findings/results of the research?

A report containing the findings of the research will be emailed to you. You can contact me on my email to discuss the points that you do not understand, or questions you have or information you need clarity on in the research. I am currently residing in the United Arab Emirates and I will meet up with you on my next visit to South Africa to answer any further questions that you might have regarding the research.

Thank you for your time and consideration. Should you have concerns about the way in which the research has been conducted, you may contact Prof. Deirdré Krüger (Tel: 012 429 4520, email: kruged@unisa.ac.za), the supervisor of this research.

Thank you for taking time to read this information sheet and for participating in this study.

Maritza Vorster ritz2204@yahoo.com

CONSENT TO PARTICIPATE IN THIS STUDY (Return slip)

I, _____ (participant name), confirm that the person asking my consent has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation in this research study.

I am aware that the interview will be audio recorded.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty.

I agree to the photocopying and/or photographing of any relevant documents as approved by the school.

I am aware that the findings of this study will be processed in a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified by me.

Participant Name & Surname (please print)

Participant Signature

Date

Researcher's Name & Surname

Maritza Vorster

Researcher's signature

Date

Appendix G: SBST Chairperson consent

REQUESTING CONSENT FOR AN INTERVIEW WITH THE SCHOOL-BASED SUPPORT TEAM CHAIRPERSON (SBST)

Maritza Vorster
P.O Box 9769
Cinda Park
Boksburg
1463

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED] 2017

The Youth Citizens Action Programme (YCAP) to address challenging behaviour

Dear prospective participant:

My name is Maritza Vorster and I am doing research under the supervision of Prof. Deirdré Krüger (Tel: 012 429 4520, email: kruged@unisa.ac.za), towards an M. Ed. in Inclusive Education at the University of South Africa (Unisa). We are inviting you to participate in a study entitled: "The case of character education to address challenging behaviour in a Gauteng primary school."

What is the aim of the study?

The study aims to investigate the following question: How does the implementation of character education address challenging behaviour as a barrier to learning in a primary school in Gauteng?

Why are you invited to participate?

You are invited, as the school-based support team chairperson, to participate in the research study by taking part in an individual interview to share your knowledge and experiences of the YCAP implemented at the school. There are five other participants from the school in this research, including a Grade 7 learner. As the identified SBST leader at your school, I would welcome your valuable contribution to my study.

What is the nature of your participation?

As a participant, you will be taking part in an interview which will be no longer than half an hour; the interview will be audio recorded. If you consent to participate in the interview, it will take place after school in a private room provided by the school, free from noise and distraction.

Can you withdraw from this study even after having agreed to participate?

Participation in this study is voluntary and you are under no obligation to consent to participate. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time without giving a reason.

Potential benefits:

Your contribution could expand the body of knowledge regarding the YCAP in relation to challenging behaviour.

Consequences of participating in the research study:

A consequence of participating in the interview will be the time of half an hour that you would have to set aside to participate in the interview. Another possible consequence of participating in the interview is that the School Governing Body (SGB) might be aware that you were a prospective participant; therefore total anonymity as to your participation could not be guaranteed.

Confidentiality:

Your name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a code number and you will be referred to in this way in the data, any publications, or other research-reporting methods such as conference proceedings.

Security of the data:

Hard copies of the interview answers will be stored by the researcher for a period of five years in a locked filing cabinet in a secure place. The electronic information, like the audio recordings of the interviews, will be stored on a password-protected computer and password-protected external hard drive. Future use of the stored data will be subject to further Research Ethics approval. After the five years, the hard copies will be shredded, and the recorded electronic copies will be permanently deleted from the hard drive of the computer and the external hard drive through the use of a relevant software program.

Payment or incentives:

There will be no payment or gifts involved as a reward for participating in this study.

Has the study received ethical approval?

This study has received written approval from the Research Ethics Review Committee at Unisa. A copy of the approval letter can be obtained from me if you so wish.

How will you be informed of the findings/results of the research?

A report containing the findings of the research will be emailed to you. You can contact me on my email to discuss questions you have, or points you do not understand or need clarity on about the research. I am currently residing in the United Arab Emirates and I will meet up with you on my next visit to South Africa to answer any further questions that you might have regarding the research.

Thank you for your time and consideration. Should you have concerns about the way in which the research has been conducted, you may contact Prof. Deirdré Krüger (Tel: 012 429 4520, email: kruged@unisa.ac.za), the supervisor of this research.

Thank you for taking the time to read this information sheet and for participating in this study.

Maritza Vorster ritz2204@yahoo.com

CONSENT/ASSENT TO PARTICIPATE IN THIS STUDY (Return slip)

I, _____ (participant name), confirm that the person asking my consent to participate in this research study has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I am aware that the interview will be audio recorded.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed in a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

Participant Name & Surname (please print)

Participant Signature

Date

Researcher's Name & Surname

Maritza Vorster

Researcher's signature

Date

Appendix H: Grade 7 teacher consent

REQUESTING CONSENT FOR AN INTERVIEW WITH A GRADE 7 TEACHER

Maritza Vorster
P.O Box 9769
Cinda Park
Boksburg
1463

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED] 2017

The Youth Citizens Action Programme (YCAP) to address challenging behaviour

Dear prospective participant:

My name is Maritza Vorster and I am doing research under the supervision of Prof. Deirdré Krüger (Tel: 012 429 4520, email: kruged@unisa.ac.za) towards an M. Ed. in Inclusive Education at the University of South Africa (Unisa). We are inviting you to participate in a study entitled: "The case of character education to address challenging behaviour in a Gauteng primary school."

What is the aim of the study?

The study aims to investigate the following question: How does the implementation of character education address challenging behaviour as a barrier to learning in a primary school in Gauteng?

Why are you being invited to participate?

You are invited, as a Grade 7 teacher, to participate in the research study by taking part in an individual interview to share your knowledge and experiences of the YCAP implemented at the school. There are five other participants in this research, including a Grade 7 learner. As an identified Grade 7 teacher, I would welcome your valuable contribution to my study.

What is the nature of your participation?

As a participant, you would be taking part in an interview which will be no longer than half an hour; the interview will be audio recorded. If you consent to take part, the interview will take place in a private room provided by the school, free from noise and distraction.

I would like to examine any documents related to the YCAP that you feel could contribute to my research at your school, such as curricular, teacher or learner documents, portfolios or any other documentation. If you would be willing to make any such documents available, they would be collected when the school gives permission to conduct the research and for documents to be shared. These documents would then be photocopied or photographed for me to use as evidence in the data-rich description in my research report. The documents will be returned in good time so as not to inconvenience you.

Can you withdraw from this study even after having agreed to participate?

Participation in this study is voluntary and you are under no obligation to consent to participate. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form, but you are free to withdraw at any time without giving a reason.

Potential benefits:

Your contribution could expand the body of knowledge regarding the YCAP in relation to challenging behaviour.

Consequences of participating in the research study:

A consequence of participating in the interview would be the time of half an hour that you would have to set aside to participate in the interview. Another possible consequence of participating in the interview is that the School Governing Body (SGB) might be aware that you were a prospective participant; therefore total anonymity as to your participation could not be guaranteed.

Confidentiality:

Your name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a code number and you will be referred to in this way in the data, any publications, or other research-reporting methods such as conference proceedings.

Security of the data:

Hard copies of the interview answers and the photocopies of the documentation will be stored by the researcher for a period of five years in a locked filing cabinet in a secure place. The

electronic information, like the audio recordings of the interviews and the photographs or photocopies of the documentation, will be stored on a password-protected computer and password-protected external hard drive. Future use of the stored data will be subject to further Research Ethics approval. After the five years the hard copies will be shredded and recorded electronic copies will be permanently deleted from the hard drive of the computer and the external hard drive through the use of a relevant software program.

Payment or incentives:

There will be no payment or gifts involved as a reward for participating in this study.

Has the study received ethical approval?

This study has received written approval from the Research Ethics Review Committee at Unisa. I can supply you with a copy of the approval letter if you so wish.

How will you be informed of the findings/results of the research?

A report containing the findings of the research will be emailed to you. You can contact me on my email to discuss questions you have, or points you do not understand or need clarity on about the research. I am currently residing in the United Arab Emirates and I will meet up with you on my next visit to South Africa to answer any further questions that you might have regarding the research.

Thank you for your time and consideration. Should you have concerns about the way in which the research has been conducted, you may contact Prof. Deirdré Krüger (Tel: 012 429 4520, email: kruged@unisa.ac.za), the supervisor of this research.

Thank you for taking time to read this information sheet and for participating in this study.

Maritza Vorster ritz2204@yahoo.com

CONSENT TO PARTICIPATE IN THIS STUDY (Return slip)

I, _____ (participant name), confirm that the person asking my consent to participate in this research study has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I am aware that the interview will be audio recorded.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty.

I agree to the photocopying and/or photographing of any relevant documents as approved by the school.

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

Participant Name & Surname (please print)

Participant Signature

Date

Researcher's Name & Surname

Maritza Vorster

Researcher's signature

Date

Appendix I : A parent (of a Grade 7 learner) consent

REQUESTING CONSENT FOR AN INTERVIEW WITH A PARENT OF A GRADE 7 LEARNER

Maritza Vorster
P.O Box 9769
Cinda Park
Boksburg
1463

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED] 2017

The Youth Citizens Action Programme (YCAP) to address challenging behaviour.

Dear prospective participant:

My name is Maritza Vorster and I am doing research under the supervision of Prof. Deirdré Krüger (Tel: 012 429 4520, email: kruged@unisa.ac.za), towards an M. Ed. in Inclusive Education at the University of South Africa (Unisa). We are inviting you to participate in a study entitled: "The case of character education to address challenging behaviour in a Gauteng primary school."

What is the aim of the study?

Your child is involved in the Youth Citizens Action Programme at school. I am studying the effect of this programme on children's behaviour. I am attempting to answer how the YCAP addresses challenging (difficult) behaviour in school children.

Why are you being invited to participate?

You are invited, as a parent of a Grade 7 learner, to participate in the research study. You would take part in a private interview to share your knowledge and experience about the YCAP implemented at the school. You were identified by the school, and there are five other participants in this research. I would welcome your valuable contribution to my study.

What is the nature of your participation?

As a participant, you would be taking part in an individual interview which would be no longer than half an hour; the interview will be audio recorded. If you consent to take part, the interview would take place after school, at a time based on your availability, in a private room provided by the school, free from noise and distraction.

Can you withdraw from this study even after having agreed to participate?

Participation in this study is voluntary and you are under no obligation to consent to participate. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form, but you are free to withdraw at any time without giving a reason.

Potential benefits:

Your contribution could expand the knowledge regarding the Youth Citizens Action Programme in relation to challenging behaviour.

Consequences of participating in the research study:

The consequence of participating in the interview would be making yourself available for the half an hour that you have to set aside to participate in the interview.

Confidentiality:

Your name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a code number and you will be referred to in this way in the data, any publications, or other research.

Security of the data:

Hard copies of the interview answers and the photocopies of the documentation will be stored by the researcher for a period of five years in a locked filing cabinet in a secure place. The electronic information, like the audio recordings of the interviews, will be stored on a password-protected computer and password-protected external hard drive. Future use of the stored data will be subject to further Research Ethics approval. After five years the hard copies will be shredded, and recorded electronic copies will be permanently deleted from the hard drive of the computer and the external hard drive through the use of a relevant software program.

Payment or incentives:

There will be no payment or gifts involved as a reward for participating in this study.

Has the study received ethical approval?

This study has received written approval from the Research Ethics Review Committee at Unisa. I can supply you with a copy of the approval letter if you so wish.

How will you be informed of the findings/results of the research?

A report containing the findings of the research will be emailed to you. You can contact me on my email to discuss questions you have, or points you do not understand or need clarity on about the research. I am currently residing in the United Arab Emirates and I will meet up with you on my next visit to South Africa to answer any further questions that you might have regarding the research.

Thank you for your time and consideration. Should you have concerns about the way in which the research has been conducted, you may contact Prof. Deirdré Krüger (Tel: 012 429 4520, email: kruged@unisa.ac.za), the supervisor of this research.

Thank you for taking time to read this information sheet and for participating in this study.

Maritza Vorster ritz2204@yahoo.com

CONSENT TO PARTICIPATE IN THIS STUDY (Return slip)

I, _____ (participant name), confirm that the person asking my consent has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation in this research study..

I am aware that the interview will be audio recorded.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed in a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

Participant Name & Surname (please print)

Participant Signature

Date

Researcher's Name & Surname

Maritza Vorster

Researcher's signature

Date

Appendix J: Grade 7 learner assent

REQUESTING ASSENT FOR AN INTERVIEW WITH A GRADE 7 LEARNER

Maritza Vorster
P.O Box 9769
Cinda Park
Boksburg
1463

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] 2017

The Youth Citizens Action Programme (YCAP) to address challenging behaviour.

Dear learner:

My name is Maritza Vorster and I am a teacher currently completing my Masters degree through the University of South Africa (Unisa). We are inviting you to participate in a study about the use of the YCAP to manage behaviour problems at school.

What is the purpose of the study?

The purpose of the study is to get information about how the YCAP at your school addresses challenging behaviour.

Why are you being invited to participate?

I would like you to come and chat to me in an individual interview to answer a few questions about your experiences of being involved in the YCAP. I am inviting you because you are a Grade 7 learner and the school is currently implementing the YCAP in Grade 7 only. You will not be the only one who takes part in an interview, because there will be other members at your school who will also be taking part in interviews. However, each of you will take part in an interview on your own.

How will you participate in the study?

If you agree to come to chat to me, I can meet you after school in a private room provided by the school. The interview will not take longer than half an hour. I will be recording the interview, which will help me to make sure I do not miss out on any information you share.

Can you decide not to take part in the study, even after you have said yes to taking part?

You can say yes or you can say no to taking part in the interview, and no one will be upset if you don't want to take part, or even if you change your mind later and want to stop. I will also ask your parents if you can take part. If you do not want to take part, it will also be fine with me. Saying no will not affect your marks or have anything to do with your school work.

How will you help us by taking part in the study?

By sharing your experiences with the YCAP you can help us to understand more about the YCAP and how it might help manage behaviour at your school.

Confidentiality:

I will not use your name anywhere during the interview or in my research. Your name will not be connected with your answers.

Rewards or prizes for participating in the interview



There will be no gifts or prizes awarded for you taking part in the interview.

You can ask any questions that you have now. If you have a question later that you didn't think of now, you can ask your teacher to send me an email with your questions. Please speak to your parents or caregivers about taking part before you sign this letter. Signing your name at the bottom means that you agree to be in this study (even if you change your mind later). A copy of this letter will be given to your parents.

Regards

Teacher Maritza Vorster

ASSENT BY LEARNER TO TAKE PART IN THE STUDY (Return slip)

Learner's name:	Yes I will take part 	No I don't want to take part 
Name of the researcher: Maritza Vorster Sign:		
Name of parent: Sign:		
Date		

Appendix K: Parental consent for a Grade 7 learner to participate in an interview

REQUESTING PARENTAL CONSENT FOR AN INTERVIEW WITH A GRADE 7 LEARNER

Maritza Vorster
P.O Box 9769
Cinda Park
Boksburg
1463

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED] 2017

The Youth Citizens Action Program (YCAP) to address challenging behaviour.

Dear Parent:

My name is Maritza Vorster and I am doing research under the supervision of Prof. Deirdré Krüger (Tel: 012 429 4520, email: kruged@unisa.ac.za) towards an M. Ed in Inclusive Education, at the University of South Africa (Unisa). We are inviting you to participate in a study entitled: "The case of character education to address challenging behaviour in a Gauteng primary school."

What is the aim of the study?

Your child is involved in the Youth Citizens Action Programme at school. I am studying the effect of this programme on children's behaviour. I am attempting to answer how the YCAP possibly addresses challenging (difficult) behaviour in school children. I would be helped to do this through your child's participation and the experiences that he or she is willing to share in an interview.

Why is your child being invited to take part?

Your child is a Grade 7 learner at Laudium Heights Primary. The school is currently implementing the Youth Citizens Action Programme. The school informed me that your child could perhaps help me with my studies by describing his or her experiences with the programme.

What would be the nature of your child's participation?

Your child would be taking part in a private interview which would be no longer than half an hour; the interview would be audio recorded. If you consent to your child's participation, the interview would take place after school in a private room provided by the school, free from noise and distraction.

Can your child withdraw from this study even after you have agreed for your child to take part?

Your child's participation in this study is voluntary, and you are under no obligation to consent to your child's participation. Your child may also decline to participate, or may withdraw from taking part at any time. Withdrawal or refusal to participate will not affect his or her marks or standing in the school in any way. Similarly, you can agree to allow your child to be in the study at this point, and change your mind later. Once you have agreed, we also need your child's agreement to take part in the study, and you and your child will also be asked to sign the assent form which accompanies this letter.

Potential benefits:

Your child's contribution could expand our knowledge regarding how the Youth Citizens Action Programme might affect challenging (difficult) behaviour in school children.

Consequences of participating in the research study:

The interview will not contain any questions that would be upsetting to your child. The only consequence of participating in the interview would be the time of half an hour that your child would have to be available after school on the date agreed. As a parent, you would have to arrange for your child to stay after school to participate in the interview. The interview might interfere with any extracurricular activities that your child might have on that day.

Confidentiality:

Your child's name will not be recorded anywhere, and no one will be able to connect your child to the answers he or she gives.

Security of the data:

The interview answers will be anonymous and will not be connected to your child. I will store hard copies of the interview answers for a period of five years in a locked filing cabinet in a secure place. The electronic information, like the audio recordings of the interviews, will be stored on a password-protected computer and password-protected external hard drive. Future use of the stored data will be subject to further Research Ethics approval. After the five years, the hard copies will be shredded, and the recorded electronic copies will be permanently

deleted from the hard drive of the computer and the external hard drive through the use of a relevant software program.

Payment or incentives:

There will be no payment or gifts involved as a reward for your child to participate in this study.

Has the study received ethical and other approval?

This study has received written approval from the Research Ethics Review Committee at Unisa. I can supply you with a copy of the approval letter if you so wish. Permission for the study has already been given by the principal of the school and the Department of Education.

How will you be informed of the findings/results of the research?

A report containing the findings of the research will be emailed to you and the school principal. You can contact me on my email to discuss questions you have, or points you do not understand or need clarity on about the research. I am currently residing in the United Arab Emirates and I will meet up with you on my next visit to South Africa to answer any further questions that you might have regarding the research.

Thank you for your time and consideration. Please contact me via email if you need any more clarity regarding my request.

Should you have concerns about the way in which the research has been conducted, you may contact Prof. Deirdré Krüger (Tel: 012 429 4520, email: kruged@unisa.ac.za), the supervisor of this research.

Thank you for taking time to read this information sheet and for deciding whether to participate in this study.

Maritza Vorster

Ritz2204@yahoo.com

CONSENT FOR CHILD TO PARTICIPATE IN THIS STUDY (Return slip)

You are making a decision about allowing your child to participate in this study. Your signature below indicates that you have read the information provided above and have decided to allow him or her to participate in the study. You may keep a copy of this letter.

Name of child: _____

Parent/guardian's name (print)

Parent/guardian's signature

Date: _____

Maritza Vorster
Researcher's name

Researcher's signature _____ Date: _____

Appendix L: The school principal – interview questions

Thank you for granting me this interview. I would like to start our interview by confirming that in your school you implement the Youth Citizens Action Programme (which I will call the YCAP from here on) in addition to Life Orientation (or LO) for Grade 7s?

1. When did you first start with the implementation of the YCAP programme?
2. Could you give me some detail on the YCAP, preferably for Grade 7s? What does it broadly entail and what have the learners achieved over the years?
3. What is the most valuable contribution of the YCAP, in your opinion?
4. We are all familiar with challenging behaviour. In schools challenging behaviour such as violence, bullying, cursing and disrespect are common. With specific reference to the Grade 7s, could you give me an indication of the types of challenging behaviour that you have experienced in your school?
5. If you think back to the period before you started the YCAP, was the prevalence of challenging behaviour more, or less, or the same?
6. In your opinion, has the implementation of the YCAP had any influence on challenging behaviour in the Grade 7s? <If yes> If the challenging behaviour has lessened at all now, would you ascribe it to the implementation of the YCAP? Could you perhaps highlight it with any examples or incidents? <Probe into behaviour changes>
7. If you are aware of any aspects that should be added to the YCAP, could you describe them?
8. Are you considering any changes to the way in which you implement YCAP? Could you discuss these changes and the reason for them?

Appendix M: The teacher who heads the Youth Citizens Action Programme (YCAP) – interview questions

1. Thank you for granting me this interview. I would like to start our interview by confirming that you implement the Youth Citizens Action Programme (which I will call the YCAP from here on) in addition to Life Orientation (or LO) for Grade 7s?
2. I am interested in why and how you implement the YCAP in addition to LO. Could you tell me more? Let's start with the reason. Why did you decide to implement the YCAP? How do you implement the programme? For example, do you combine it with LO or do you have separate periods on your timetable? <Probing questions could be asked accordingly>
3. What does the YCAP for the Grade 7s entail?
4. When did you first start with the implementation of the YCAP programme?
5. I am going to describe a few approaches and I would like you to indicate one or more of these approaches that, in your opinion, describe the YCAP best.
 - (1): Virtues – ethical behaviour and values as the foundation of good character
 - (2): Discussions and simulations to defend or promote beliefs such as ethical behaviour, values and other aspects of character
 - (3): Democratic engagement that promotes dialogue, participation, interaction, individual and social rights.
 - (4): Political aspects that entail discussions in the classroom on how people live together. Learners should believe that it matters what they think and do civically and politically, and that it is possible for them to make some kind of difference.
 - (5): Service projects to assist others or make the community a better place to live in.
6. What would you say is the main aim of the YCAP at your school? In other words, what did you have in mind when your school decided to implement the YCAP? What did you intend to teach or change in learners?
7. Does the YCAP in your school encourage learners to learn together in a social environment through hands-on activities? Can you tell me briefly why you think this?

8. We are all familiar with challenging behaviour. In schools challenging behaviour such as violence, bullying, cursing and disrespect are common. With specific reference to the Grade 7s, could you give me an indication of the types of challenging behaviour that you experience in your school?
9. If you think back to the period before you started the YCAP, was the prevalence of challenging behaviour more, or less, or the same?
10. In your opinion, did the implementation of the YCAP have any influence on challenging behaviour in the Grade 7s? <If yes> If challenging behaviour has lessened now, would you ascribe it to the implementation of the YCAP? Could you perhaps highlight it with any examples or incidents?
11. How does the implementation of the YCAP influence the learners' behaviour in Grade 7? <Probe into possible positive changes>
12. If you feel that there are aspects lacking in the YCAP as a programme, what are they?
13. Have you considered implementing other similar programmes in addition to the YCAP? If so, could you give me an indication of what you have in mind?

Appendix N: The SBST chairperson – interview questions

1. Thank you for granting me this interview. As the chairperson of the SBST, are you familiar with the behavioural issues of Grade 7s?
2. We are all familiar with challenging behaviour. In schools challenging behaviour such as violence, bullying, cursing and disrespect are common. With specific reference to the Grade 7s, could you give me an indication of the types of challenging behaviour that you have experienced in your school?
3. If you think back to the period before you started the Youth Citizens Action Programme (which I will call the YCAP from here on) at school, was the prevalence of challenging behaviour regarding Grade 7s more, or less, or the same?
4. If possible, could you think of a contributing factor or factors to explain your answer (given in 3)? Could you perhaps highlight your answer with any examples or incidents? <If positive answers are given, probe into the possibility of the YCAP as contributing factor.>
5. In your opinion, did the implementation of the YCAP have any influence on challenging behaviour in the Grade 7s? <If yes> Mention the positive influence that you have observed.
6. In your dealing with learners on a personal level, have they ever mentioned the influence of the YCAP in their lives? If so, please provide details.
7. In your dealings with parents of Grade 7 learners, has the YCAP ever been mentioned? If so, in what context or contexts?
8. Have you received any feedback on the community's views of the YCAP programme? If so, please tell me more.

Appendix O: A teacher involved in the Grade 7 Youth Citizens Action Programme (YCAP) – interview questions

1. Thank you for granting me this interview. I would like to start our interview by confirming that you teach the Youth Citizens Action Programme (which I will call the YCAP from here on) in addition to Life Orientation (or LO) for Grade 7s?
2. I am interested in how you implement the YCAP in addition to LO. Could you tell me more? What does the YCAP for the Grade 7s entail?
3. Do you match the learners' interests, skills and needs with the activities, if possible? Do they have choices or do they have to participate in all the classroom activities? Please tell me more.
4. Would you say that the YCAP enhances the learners' skills and attitudes to function in social environments when they encounter real-life problems?
5. Have you found that the practical component (such as modelling, observation and interaction with others) of the YCAP contributes to learners' development of good character?
6. I am going to describe a few approaches and I would like you to indicate one or more of these approaches that, in your opinion, describe the YCAP best.
 - (1): Virtues – ethical behaviour and values as the foundation of good character
 - (2): Discussions and simulations to defend or promote beliefs such as ethical behaviour, values and other aspects of character
 - (3): Democratic engagement that promotes dialogue, participation, interaction, individual and social rights.
 - (4): Political aspects that entail discussions in the classroom on how people live together. Learners should believe that it matters what they think and do civically and politically, and that it is possible for them to make some kind of a difference.
 - (5): Service projects to assist others or make the community a better place to live in.
7. What would you say, in your opinion, is the main aim of the YCAP at your school? In other words, what did you have in mind when your school decided to implement the YCAP? What did you intend to teach or change in learners?

8. Does the YCAP in your school encourage learners to learn together in a social environment through hands-on activities? Briefly explain why you think so.
9. We are all familiar with challenging behaviour. In schools challenging behaviour such as violence, bullying, cursing and disrespect are common. With specific reference to the Grade 7s, could you give me an indication of the types of challenging behaviour that you have experienced in your school?
10. If you think back to the period before you started the YCAP, was the prevalence of challenging behaviour more, or less, or the same?
11. In your opinion, did the implementation of the YCAP have any influence on challenging behaviour in the Grade 7s? <If yes> If challenging behaviour has lessened now, would you ascribe this to the implementation of the YCAP? Could you perhaps highlight it with any examples or incidents?
12. How does the implementation of the YCAP otherwise influence the learners' behaviour in Grade 7?
13. If you feel that there are aspects lacking in the YCAP as a programme, what are they?

Appendix P: A parent of a Grade 7 learner – interview questions

1. Thank you for granting me this interview. I would like to start our interview by asking whether you, as a parent of a Grade 7 learner, are familiar with the Youth Citizens Action Programme (which I will call the YCAP from here on)?
2. What do they teach the children in this programme?
3. What are your views on the programme? In other words, how do you as a parent feel about the programme?
4. Are you as a parent directly involved in some of the YCAP programme's activities? If so, please tell me more about it.
5. Do you have contact with community members who are involved in activities of the YCAP for Grade 7s? <If yes> What feedback have you had from community members, if any?
6. We all know that children's behaviour at school can sometimes be challenging. I am thinking of bullying, swearing, showing disrespect, and so on. What kinds of challenging behaviour are you aware of among the Grade 7s in your child's school?
7. If possible, could you think of a contributing factor or factors to explain your answer (given in 6)? Could you perhaps highlight your answer with any examples or incidents?
8. Do you think that the YCAP could improve the children's behaviour? Please explain why you say this.
9. You are welcome to share with me any other experiences, perhaps personal experiences relating to your child or your child's friends, regarding the YCAP programme. Your answers will be completely confidential. Your name and the name of your child will not be recorded.

Appendix Q: A Grade 7 learner involved in the YCAP programme – interview questions

1. Thank you for granting this interview. I would like to start our interview by asking whether you participate in the Youth Citizens Action Programme (which I will call the YCAP from here on)?
2. Please tell me more about the YCAP. What does it involve?
3. What do you like best about it? Or what is the most interesting for you?
4. Do you feel that the YCAP prepares you for living a better life when you grow up? <If yes> Please tell me more.
5. When you are doing YCAP, are you allowed to sometimes choose the activities in which you take part? I know that we cannot always choose what we want to do, but does the teacher sometimes take your interests or preferences into account?
6. If you think of the YCAP, would you say that you learn from others? For example, from watching them to see how they act or what they do? <If yes> Please tell me about it.
7. If the YCAP has changed you, how did it change you? <Probe into possible behavioural changes>
8. If there is anything in the YCAP that you would like to change, what would it be?
9. We all know that learners' behaviour can sometimes be challenging. I am thinking of bullying, swearing, showing disrespect, and that kind of behaviour. What kinds of such behaviour do you find among the Grade 7s in your school? (Your answers are confidential and your name will not be mentioned anywhere.)
10. If you think of the Grade 7s in your school, would you say that participating in the YCAP has improved such behaviour? Please give some details.

Appendix R: Field observation schedule

Observation of school's climate and ethos

State my movement e.g. administrative section, playgrounds, corridors, etc.

* Key for tick: ✓ = Yes

X = No

/ = Somewhat

N/A = Not applicable

No	Observation – climate	Tick*	Possible category
1.	Learners are lively and interacting with each other on the playgrounds		Engaging
2.	Learners greet me		Respectful
3.	Learners make friendly eye contact with me		Respectful
4.	Learners spontaneously engage me in friendly talk		Engaging
5.	Learners are respectful towards teachers		Respectful
6.	Teachers are respectful towards learners		Respectful
7.	Teachers interact in a friendly way with learners		Warm
8.	The environment is welcoming		Warm
9.	Learners drag their feet and appear lifeless		Passive
10.	Learners ignore me		Apathetic
11.	Learners do not return my smile		Apathetic
12.	Learners bump into me and do not apologise		Disrespectful
13.	Learners are swearing		Disrespectful
14.	Learners are yelling at each other – verbal arguments		Hostile
15.	Learners are physically fighting		Hostile
16.	Learners are teasing another learner		Hostile
17.	Learners ignore teachers		Disrespectful
18.	Teachers ignore learners		Disrespectful
19.	Teachers are shouting at learners		Hostile
20.	The environment is chaotic		Disorganized
21.	The environment is hostile towards an outsider		Hostile
22.	Other:		
23.	Other:		

No	Observation – ethos	Tick*	Possible category
24.	Learners are in class during periods		Organized
25.	Learners appear to be involved in learning activities		Engaging
26.	Teachers are in class		Organized
27.	Teachers appear to be actively involved in teaching		Engaging
28.	Learners do not react to the bell after break		Disorganized
29.	Learners appear disruptive in class		Disorganized
30.	Teachers are not in class		Disorganized
31.	Teachers do not react to the bell after break		Disorganized
32.	Other:		
33.	Other:		

Remark / example / reflection on school's climate and ethos
No: ____
No: ____
No: ____
No: ____
No: ____

Participant observation		
Participant & remarks	Observation	Tick
	At ease	
	Open and communicative	
	Cautious	
	Stressed	
	Confrontational	
	Congruence between verbal & non-verbal messages	
	Arms crossed most of the time	
	Emotional	
	Distant and evasive	
	Other:	
	Other:	

Appendix S: Data analysis – Participant 1

(Participant walks into office)

Participant 1: How is it going with the interviews?

Researcher: It is going very well thank you for providing time for the interviews today. Thank you for granting this interview. I would like to start our interview by asking whether you teach the Youth Citizens Action Programme (which I will call the YCAP from here on) in addition to Life Orientation (or LO) for Grade 7s?

1. **Researcher:** When did you first start with the implementation of the YCAP programme?

Participant 1: Probably 3 years ago. There is a different teacher that takes charge every year. I can remember our first topic the learners focussed on was the school garden there after the recycling project and this year the bullying.

Commented [M1]: Implementation over period

Commented [M2]: Various teacher involved

Commented [M3]: Topics

2. **Researcher:** Could you give me some detail on the YCAP, preferably for Grade 7s? What does it broadly entail and what have the learners achieved over the years?

Participant 1: Are you talking specifically about any particular topic or in general.

Researcher: What does it broadly entail you can refer to any specific year or topic in your examples.

Participant 1: The YCAP is an empowering process where the learners take charge of the situations. They implement whatever they see the need for. If I think three years back we talked to them about the programme. They take charge, they identify, they talk to children, they look at the problem and they are familiar with it. They also talk to they're peers. The peers are then more responsive to other peers than people in authority. Like with the recycling project, to be working together with your peers I think is more effective than with us as educators instructing them to do certain things. The programme motivates them to take charge in their lives and improve their situations. What they want to get involved in. It empowers them to take charge of their own lives.

We did well last year with the recycling project. We came first in the YCAP finals at the presentation of all the schools in our area. And this year we got awarded second place for the awareness we created regarding bullying and the impact of it.

Commented [M4]: Empowering Attitude

Commented [M5]: Active involvement

Commented [M6]: Learner Needs

Commented [M7]: Communicate the programme to learners (explain the programme)

Commented [M8]: Action

Commented [M9]: Student choose

Commented [M10]: Communication Skills
Social interaction

Commented [M11]: Based on learner life experience

Commented [M12]: Communication skills
Social interaction

Commented [M13]: Peers respond to peers

Commented [M14]: Social engagement collaboration

Commented [M15]: YCAP motivates to take charge -
Action

Commented [M16]: Learner interest

Commented [M17]: Attitude

Commented [M18]: Active involvement

Commented [M19]: Winners 2016. Second place 2017 in
YCAP finals

3. **Researcher:** What is the most valuable contribution of the YCAP, in your opinion?

Participant 1: It creates a kind of cooperative atmosphere. The learners work together, they help each other. And they try to bring about improvements themselves in the school instead of us instructing them.

Commented [M20]: Cooperation

Commented [M21]: Social engagement collaboration

Commented [M22]: Active involvement

4. **Researcher:** We are all familiar with challenging behaviour. In schools challenging behaviour such as violence, bullying, cursing and disrespect are common. With specific reference to the Grade 7s, could you give me an indication of the types of challenging behaviour that you have experienced in your school?

Participant 1: As soon as the learners reach the grade 7 level they see it as they are the big ones and they are the ones that are in charge and they try to assert their authority. So some of the grade 7 learners starts picking on the smaller ones. They start bullying them not understanding that it is the wrong thing to do. But now to try and fit in with their peers they try to imitate their behaviour. That I would say would be the main challenging behaviour at our school. Not like in the high schools. In the primary school it is manageable. The school is still seen as the authorities. Like we are the bosses not as a scare tactic but so the kids are aware that there is a limit to different behaviours that is allowed at school.

Commented [M23]: See as more important

Commented [M24]: Act out authority – need for recognition

Commented [M25]: Pick on younger learners

Commented [M26]: Bullying

Commented [M27]: Social actions

Commented [M28]: Learner not aware what is wrong or right.

Commented [M29]: Social influence to fit in

Commented [M30]: Imitation

Commented [M31]: Challenging behaviour is manageable in primary schools.

Commented [M32]: School authority - learners know which behaviours are allowed.

Commented [M33]: Bullying

Commented [M34]: Bullying is common

Commented [M35]: Different communities

Commented [M36]: Travels to school

Commented [M37]: Different schools in same transportation – Different character

Commented [M38]: Behaviour change when they leave school. – Environment change

Commented [M39]: Schools have different environment

Commented [M40]: Peer pressure

Commented [M41]: Communicate to others what is allowed at school.

Commented [M42]: Behaviour change when they leave school

Commented [M43]: The environment change

5. **Researcher:** If you think back to the period before you started the YCAP, was the prevalence of challenging behaviour more, or less, or the same?

Participant 1: The challenging behaviour of bullying is a common thing. If you look at our school population the kids does not come from one specific area. The learners come to school from all different areas. Learners that travel to the school together in transportation does not all come to one specific school. They all go to different schools. So whatever we do here at school to improve the challenging behaviour can be undone the minute they meet with the learners from the other schools. Situations are different in the other schools. The learners get influenced. They talk amongst each other that at one school we do this and at another we do that. That is an influential factor. Because you can teach them morals and ethics and all those things but as soon as they go away from here it is all undone. They go to a situation where those things are apparent when they leave after school.

6. **Researcher:** In your opinion, has the implementation of the YCAP had any influence on challenging behaviour in the Grade 7s? <If yes> If the challenging behaviour has lessened at all now, would you ascribe it to the implementation of the YCAP? Could you perhaps highlight it with any examples or incidents? <Probe into behaviour changes>

Participant 1: It does influence their behaviour to a certain extent. Everybody wants to be seen as part of the YCAP group because they are being praised. The YCAP group gets awards and they go on a camp so everyone wants to be a part of it. But unfortunately because of the areas the learners come from it is not always possible to stay behind after school as part of the group. They have problems with their transportation home. All the learners are keen to join in the YCAP programme and even the parents would question why the child was not chosen as part of the YCAP group.

Commented [M44]: YCAP influences behaviour

Commented [M45]: Learners wants to be part of YCAP – School culture

Commented [M46]: The learners are praised

Commented [M47]: The learners get awards

Commented [M48]: Learner field trips

Commented [M49]: Commute long distance and few available transportation

Commented [M50]: Learners are motivated to be a part of the YCAP

Commented [M51]: Parents involvement

7. **Researcher:** If you are aware of any aspects that should be added to the YCAP, could you describe them?

Participant 1: No not necessary specific aspects but what I do as a principal is when they decide on the topic the teachers send the group to me to come and talk to me. I question the group in a certain way to give them direction, not to put them off but to direct them in a sense into their topic not making them feel their choices are wrong but directing them where they will have a better result. I also talk about the possible impact.

Commented [M52]: Discussion about the topic to give direction

Commented [M53]: Set goals for possible outcome of action

Researcher: So as a principal you talk to the learners before they start with their project. Are there any other aspects that you include before during or after the project?

Participant 1: What we do as a school is that we want to empower all teachers so we change every year. So every year another teacher gets the opportunity to lead the YCAP and therefor have the opportunity to go to the YCAP meetings and trainings. From the meetings the YCAP teacher leader will also talk to the learners before the project starts to explain the process.

Commented [M54]: Empower all teachers to take part. Form school culture.

Commented [M55]: All teachers get opportunity for training

Commented [M56]: Communicates the process

8. **Researcher:** Are you considering any changes to the way in which you implement YCAP? Could you discuss these changes and the reason for them?

Participant 1: Coming back to the same point with the learners that comes from different areas and far from school. We struggle to meet with the learners after school to discuss and work together. So the learners would work during school time during breaks with the leading YCAP teacher. This works best with the challenge of transportation we have. The learners also have time to present during assembly times. The putting into practice is done at school with the discussion of the values in their presentation. Their peers can look at them and help them. The teachers and other learners from the other grades that see the presentations can go to the grade 7's or the teachers to inform them of bullying they see. The other learners and teachers also give the YCAP team feedback on their presentations.

Commented [M57]: Various learners using same transport

Commented [M58]: Problem to meet with learners after school. Long commute to school

Commented [M59]: Include the YCAP in school free time

Commented [M60]: Include in assembly time

Commented [M61]: Action part of the programme is in school.

Commented [M62]: Learners do presentations - Action

Commented [M63]: Whole school community

Commented [M64]: Feedback whole school involved

Researcher: Thank you for your time.

Participant 1: No problem if you have any other questions just meet with me again tomorrow when you come in to speak to the other participants.

Researcher: Thanks.

Key for tick: ✓ = Yes X = No / = Somewhat N/A = Not applicable

Participant observation		
Participant & remarks	Observation	Tick
	At ease	✓
	Open and communicative	✓
	Cautious	X
	Stressed	X
	Confrontational	X
	Congruence between verbal & non-verbal messages	✓
	Arms crossed most of the time	X
	Emotional	X
	Distant and evasive	X
The participant check in on the researcher on a regular basis to see if any other information or assistance was needed.	Other: Helpful	✓
	Other:	X

[25 July 2017, Primary school Gauteng, Participant 1]

Codes (descriptors) for Participant 1
Implementation of YCAP 3 year period
Various teachers involved
Different topics
Empowering attitude
Active involvement
Learner needs
Communicate and explain the programme
Action and actively involved
Students choice
Social interaction
Based on life experiences
Peer respond to peer
Collaboration
YCAP motivates
Winners 2016 and second place 2017 in YCAP finals
Behaviour change when environment change
Different environments
YCAP instill in school culture
Learner awards
Various learners in same transport
Parent involvement
Set goals for possible outcomes of actions
Includes YCAP in free time at school
Opportunity for teacher training
Whole school communication
The action part of programme is done in school.
Cooperation
Learner importance
Learner act out authority – need for recognition
Bullying
Learner not aware of wrong and right
peer pressure
Imitation
Management of challenging behavior in primary schools are better
School as authority
Learners know which behaviors are allowed or not
Different communities
Travel to school
Different schools in transportation
YCAP influence behaviour
Learners wants to be a part of the YCAP
Learner praise
Learner field trips
Learners are motivated
Discuss topic to give direction
Empower all teachers
Includes YCAP topic in assembly time.
Learners cannot meet after school
Whole school feedback.
Presentations of the topic

Appendix T: Data analysis – Participant 2

Researcher: Thank you for granting this interview. I would like to start our interview by asking whether you teach the Youth Citizens Action Programme (which I will call the YCAP from here on) in addition to Life Orientation (or LO) for Grade 7s?

Participant 2: Yes we implement the YCAP this is our 3rd year.

Commented [M1]: implementation over period

1. **Researcher:** I am interested in why and how you implement the YCAP in addition to LO. Could you tell me more? Let's start with the reason. Why did you decide to implement the YCAP?

Participant 2: The YCAP is an education department initiative to empower the learner and to create a pro-active citizen who will contribute actively to make changes in the community. My principal wanted something like that. It is always a good thing to have in a school to implement in a school. The principal instructed us to take on the YCAP with the teacher rotating the responsibility to lead the YCAP in grade 7. Every year it is a different project with different children and it is only the grade 7's that participate in the YCAP.

Commented [M2]: initiative from DoE

Commented [M3]: Empowering attitude

Commented [M4]: Active citizen

Commented [M5]: Active contribution

Commented [M6]: Bring about change

Commented [M7]: Administration directive

Commented [M8]: Various teacher responsibility

Commented [M9]: Topics are different

Commented [M10]: YCAP implemented in grade 7

We also have plans for the future, if you look in the YCAP toolkit it says how will you sustain this project for the next years and to keep going on with it. So we continue with the projects of the previous years. The recycling project is still going on as we have recycling bins that you see around the school. Some constraints we have is time to keep up with the projects of previous years. We have time constraints.

Commented [M11]: Goals for future

Commented [M12]: YCAP Guide with steps to sustain the project

Commented [M13]: Sustainable impact

Commented [M14]: Time constraints to sustain projects

Researcher: How do you implement the programme? For example, do you combine it with LO or do you have separate periods on your timetable? <Probing questions could be asked accordingly

Participant 2: I collaborate with the Life Orientation (LO) teacher to discuss bullying. She was doing bullying during this time as well. In the LO periods on a double period on a Monday we got the social worker to speak during that time about the topic bullying. The 3 social workers came in and spoke to the learners during that time as well. They spoke to the learners one on one in a circle and told them what to do in this situations and how to act, even if they are bystanders and what to do. They were also asking the learners questions giving them advice.

Commented [M15]: Collaboration with other subject teachers

Commented [M16]: Bullying behavior problem

Commented [M17]: Integrate the YCAP during LO time at times

Commented [M18]: Community members involved to discuss and give advice

Commented [M19]: Communication

Researcher: So it was a fixed session every Monday where the learners would also work on the YCAP?

Participant 2: Basically we did not have a structured programme where we will have YCAP daily because it does not fit into the timetable so a day when a teacher is absent the YCAP learner team will get together and start discussing. If you look at the YCAP toolkit the learners had a whole lot of things to do like tasks allocated to them and a due date that it must be done. So they took it upon themselves whenever they were free to get together to do that. Like taking some things home to finish. But yes we used the LO periods at times to integrate the YCAP. We also use assembly times to talk about bullying. We heard about the SAPS that they were doing an anti-bullying campaign. So we called them and they also came in to give a talk to the whole school during assembly.

Commented [M20]: Programme not structured

Commented [M21]: Time constraints on time table.

Commented [M22]: Integrate YCAP in free time at school

Commented [M23]: YCAP guide lays out various roles and responsibilities

Commented [M24]: Independent learners

Commented [M25]: Work on YCAP at home

Commented [M26]: Integration in LO lessons

Commented [M27]: Use all available time at school to improve implementation

Commented [M28]: Community members involved and visits the school

Commented [M29]: Whole school involvement

2. **Researcher:** What does the YCAP for the Grade 7s entail?

Participant 2: The previous two years were environmental issues. I wanted to look at something that is social. Something that is really affecting the children. As teachers we can see barriers to learning when it comes to language and things like that. But what is actually things affecting them emotionally. And we don't know that they don't speak to us so openly about it. So what I did was I spoke to all the grade 7's in an assembly about the YCAP. I told them if anyone was interested in joining the group can give their names to join. From there I chose learners that are able to work on their own (they only need guidance from the teacher) because the children had to come up with ideas and strategies and do things themselves. We were looking at the children that were motivated and dedicated to work on their own. Children who were capable of doing this. I asked them to come up with issues that they are facing on their own. They went home and jotted down some ideas they came and we sat together. We spoke about it and noted many had similar ideas. But the one that was standing out was bullying. A lot of them had a lot about bullying and they said a lot of children are being bullied in school. So we decided to research that. We did a survey. One class per grade. Grade 4 all 3 rooms. The learners came up with a survey sheet. Just a short questionnaire. They completed a survey sheet about if they are being bullied or ever be bullied. The grade 7 conducted the surveys in every class which was anonymous. The kids did not write their names. And we told them to be as honest as possible and not to lie and to speak the truth. They had

Commented [M30]: Topics based on environment

Commented [M31]: Language barrier

Commented [M32]: Communicate the YCAP process

Commented [M33]: Learners volunteer to join the YCAP

Commented [M34]: Independent learners were chosen

Commented [M35]: Learner choice regarding ideas and strategies.

Commented [M36]: Motivated and dedicated learners were chosen

Commented [M37]: Independent work

Commented [M38]: Learner choice

Commented [M39]: Based on real life experiences

Commented [M40]: Work at home

Commented [M41]: Learner ideas

Commented [M42]: Communication

Commented [M43]: Bullying as challenging behaviour.

Commented [M44]: Research skills

Commented [M45]: Whole school involvement

Commented [M46]: Learner choice

Commented [M47]: Independent learner

Commented [M48]: Values reiterated Honesty, truth

to give 2 answers or elaborate. The grade 7 then sorted the questionnaires according to who are being bullied or not bullied. The grade 7's then plotted the results on a graph. It was shocking to see that $\frac{3}{4}$ of class said they were being bullied in school and that it is affecting them. They don't want to answer questions in class and they are scared to raise their hands. Even those who are high flyers are bullied during break time because they always answer the questions. So they don't want to answer questions. How does it make you feel? Some children said they sit in the bathroom during whole of break and cry, they eat their lunch in toilet cubicle and they don't have friends. It was so sad to read all this. So we decided this is it the topic to go with the topic of bullying. So what we did was we had an assembly and created a play and presented the play during the assembly time. We created posters and posted it around the school to create awareness. We got the social worker in to speak to the learners. So that was good. After everything we decided to do a post survey because this awareness every week (grade 7 YCAP play, social worker talks, posters and SAPS talks) has been going on for a good few weeks. The numbers decreased in the feedback of bullying. The learners were not being bullied anymore. There were still a few but not as many. The numbers dropped drastically. It was really good for us. It worked on paper for us to show that our whole project is actually working and going in the right direction.

Actually today 25 July there is a programme

on bullying at the Civic Center in but we are busy with Mandela week this week so we are too busy to attend with our team in the bullying activity at the Civic Center

Commented [M49]: Independence

Commented [M50]: Challenging behaviour bullying is affecting the learners

Commented [M51]: Bullying affects Learners classroom participation

Commented [M52]: Strong academic learners are being bullied

Commented [M53]: Bullying affects learners emotionally

Commented [M54]: Bullying isolates learners

Commented [M55]: Topic is bullying

Commented [M56]: Presentation

Commented [M57]: Time allocation for implementation

Commented [M58]: Creating awareness in school

Commented [M59]: Community members involved

Commented [M60]: Continuous action-Awareness over time

Commented [M61]: Implementation leads to impact

Commented [M62]: Improvement in challenging behaviour

Commented [M63]: School participation in various projects

3. **Researcher:** When did you first start with the implementation of the YCAP programme?

Participant 2: 3 years ago we started with the first project with the vegetable garden. Last year with our littering and recycling project we went onto district level and the nationals level and came second with our project. That was very nice.

Commented [M64]: Implementation period

Commented [M65]: Achieve success over time with YCAP implementation at the school

4. **Researcher:** I am going to describe a few approaches and I would like you to indicate one or more of these approaches that, in your opinion, describe the YCAP best.

- (1): Virtues – ethical behaviour and values as the foundation of good character
- (2): Discussions and simulations to defend or promote beliefs such as ethical behaviour, values and other aspects of character
- (3): Democratic engagement that promotes dialogue, participation, interaction, individual and social rights.
- (4): Political aspects that entail discussions in the classroom on how people live together. Learners should believe that it matters what they think and do civically and politically, and that it is possible for them to make some kind of difference.
- (5): Service projects to assist others or make the community a better place to live in.

Participant 2: I would say discussions and simulations, democratic engagement and service projects. All of those points would best describe the YCAP.

Commented [M66]: Discussions and simulations, democratic engagement and service projects.

5. **Researcher:** What would you say is the main aim of the YCAP at your school? In other words, what did you have in mind when your school decided to implement the YCAP? What did you intend to teach or change in learners?

Participant 2: As a teacher I wanted the learners to make an impact and to decrease bullying after creating awareness throughout the weeks.

Commented [M67]: Aim of YCAP at the school is to make and impact in this case decrease bullying

6. **Researcher:** Does the YCAP in your school encourage learners to learn together in a social environment through hands-on activities? Can you tell me briefly why you think this?

Participant 2: Yes because all these activities that we do are hands on. All the children were taking part in discussions, making posters and being part of the meet up in different classrooms to do the survey. The survey included all learners. This contributes to their learning because they are learning to be better citizens, how not to bully, how it effects children and how it effects people learning.

Commented [M68]: Hands on activities

Commented [M69]: communication

Commented [M70]: Whole school involvement

Commented [M71]: Social interaction

Commented [M72]: Learners become better citizens

Commented [M73]: Learners are more aware of how bullying effects children and people

7. **Researcher:** We are all familiar with challenging behaviour. In schools challenging behaviour such as violence, bullying, cursing and disrespect are common. With specific reference to the Grade 7s, could you give me an indication of the types of challenging behaviour that you experience in your school?

Participant 2: The most challenging behaviour in the grade 7 group is their attitude towards classwork generally and schooling. We don't have major behaviour problem

Commented [M74]: Negative attitude as challenging behaviour

as such like where learners are rude or disrespectful towards teachers you won't find that necessary in this school. But what is very very difficult for us and we all are struggling is to get them to have the right attitude towards schooling. They don't seem interested at all. They are not interested, they are not doing homework, incomplete work, they leave their books at home, they stroll into class late. So it is basically their attitude towards schooling that is the most challenging.

Commented [M75]: Negative attitude

Commented [M76]: Lack of interest

Commented [M77]: Lazy care attitude most challenging behaviour

Researcher: What would you say is the key factor for the learners lack in positive attitude?

Participant 2: I think the key factor for their attitude and interest is that the children don't understand their work. If they understood the work, if they were achieving, if they enjoyed it, if they knew what was going on, if they were showing results they would be more enthusiastic about their work. It boils down to their attitude. As teachers we are trying as much as we can to bring this enthusiasm from them. We try to make our lessons fun, we use our library we use the media centre, we try as much as we can. You just can't get away from the language barrier. It is the language. You will notice that kids excel in math who is struggling in English language.

Commented [M78]: Lack of understanding leads to negative attitudes

Commented [M79]: Teachers adapt their lessons to boost enthusiasm in learners

Commented [M80]: Teachers use various forms of teaching strategies to boost enthusiasm

Commented [M81]: The language barrier is a concern for teachers.

Commented [M82]: The learners excel in Math who are not strong in English

And also at home their family structure. If you see some of their profiles. They come from broken homes, poverty stricken also. That also effects them not having breakfast. Some wake up at 3 o'clock, 4 o'clock to be at school 7.30. They come to school tired, sleepy, they lose concentration. They come on an empty stomach they cannot concentrate. So that is a lot of constraints.

Commented [M83]: Socio economic status

8. **Researcher:** If you think back to the period before you started the YCAP, was the prevalence of challenging behaviour more, or less, or the same?

Participant 2: Before the YCAP 4years ago the motivation of the learners was better. I feel the learners are becoming less and less motivated and their attitude towards their work is getting worse. It is definitely decreasing. I think it stems down to the learner themselves. They are getting worse. Compared to last year's learners their academic results were better. As the years are progressing the learners are just getting worse. Academically, behaviour wise, attitude, books everything.

Commented [M84]: Previous years motivation was better

Commented [M85]: Learner attitudes are getting worse and therefore the academic results are impacted

Researcher: Why do you think that there is a decrease in challenging behaviour?

Participant 2: You know what I started with last year at the beginning of the year, which I completely forgot to do this year. I asked them to close their eyes. I asked the children to picture themselves in 10 years from now. What are they doing? As they wake up in the morning. Are they in the same house? Are they living in the same area? Are they married? Are they alone? Are they living with the brother or sister? Look at your room. Do they have a uniform/clothes? Questions like that. To guide them to think what they want. It is a long process. It takes about 2 periods. I ask them to think about their profession. How are they going to go to work? Do they have a job? Where do they live? I then tell them all they just mentioned and thought of in your head that's your goals and you are not going to get there if you are not going to work hard. It starts in school. Education is the most important thing. If you don't have an education you won't get that job. You won't get that house. You won't have money to buy that car. I kept motivating them in that way throughout the year. Last year you could see the difference. Building their self image. Bullying this year and violence are also things that increased. Just a few weeks ago a boy was attacked on his way to school. Attacked and stabbed. Learners are scared. They travel so far so they get in contact with a lot of things.

Commented [M86]: Teaching strategy

Commented [M87]: Goal setting

Commented [M88]: Guide learners in setting goals through questioning and communication.

Commented [M89]: Remind kids to take action.

Commented [M90]: Education

Commented [M91]: Teaching strategy

Commented [M92]: Challenging behaviour bullying and violence

Commented [M93]: Violence on route to school

Commented [M94]: Learners are emotional regarding the increasing violence

Commented [M95]: Transportation problems commute to school

9. **Researcher:** In your opinion, did the implementation of the YCAP have any influence on challenging behaviour in the Grade 7s? <If yes> If challenging behaviour has lessened now, would you ascribe it to the implementation of the YCAP? Could you perhaps highlight it with any examples or incidents?

Participant 2: Yes after the YCAP implementation the bullying numbers after the post survey showed a drastic decrease. Went down from 40 learners to 8 or 11 being bullied data after the post survey. Some forms of bullying (where kids take other younger kids money) decreased.

Commented [M96]: YCAP programme implementation improved bullying as challenging behaviour.

10. **Researcher:** How does the implementation of the YCAP influence the learners' behaviour in Grade 7? <Probe into possible positive changes>

Participant 2: The kids are more aware and point out bullying more often. The awareness of it helped the learners to identify bullying and to address it. Some kids now walk up to others and tell them to stop. Or others tell the teachers.

Commented [M97]: Implementation of YCAP creates awareness regarding bullying

Commented [M98]: Empowers learners to address bullying as challenging behaviour.

Commented [M99]: Confrontation to solve problems – risk takers

11. **Researcher:** If you feel that there are aspects lacking in the YCAP as a programme, what are they?

Participant 2: I would like it to be integrated with LO and more involved in LO curriculum rather. Because there is no time to do it out of the other subjects. It must be in all subjects. In that way it would be integrated and part of all the learners learning.

Commented [M100]: Integration of YCAP into all subjects and LO curriculum

Commented [M101]: Time management

12. **Researcher:** Have you considered implementing other similar programmes in addition to the YCAP? If so, could you give me an indication of what you have in mind?

Not a specific programme. As a teacher I like to motivate the learners. I adapt my teaching in such a way to motivate the learners in class continuously. This is my 6th year of teaching and when I started off teaching were very challenging. I came to realise that when kids are not listening and behaving badly you do not get any teaching done and they don't accomplish anything. So I asked myself why they behave this way. Do they not care? Don't understand? Or do not know the work? So I keep motivate them to achieve the goals they set in the beginning in the year. Reach the goals. You want to be the doctor...you want to be the teacher. I suppose every teacher have some sort of motivation process in their classroom.

Commented [M102]: Teacher adaptation and change of teaching strategies

Commented [M103]: Classroom management improves with teaching experience

Commented [M104]: Teaching strategies adapted to place emphasis on achieving their goals set.

Other things addition to YCAP is that there's community organisation. We work closely with the SAPS. They always come and visit our school for any programme they want to do at our school. We liaison with them often. Like with the bullying they came to school to address it on school level before it gets out of hand and then rolls over to violence, drugs and criminal acts after that.

Commented [M105]: Community programs implemented or presented at school.

Commented [M106]: Effects of bullying leads to other challenging behaviour such as violence, drugs and criminal acts.

Researcher: Thank you for your time

Participant: No problem. It was nice to talk about all these things it is nice to reflect and look back on things.

Key for tick: ✓ = Yes X = No / = Somewhat N/A = Not applicable

Participant observation		
Participant & remarks	Observation	Tick
	At ease	✓
	Open and communicative	✓
	Cautious	x
	Stressed	x
	Confrontational	x
	Congruence between verbal & non-verbal messages	✓
	Arms crossed most of the time	x
	Emotional	x
	Distant and evasive	x
The participant was very helpful. The participant checked her notes regularly, that she made regarding the YCAP to prepare for the interview.	Other: Helpful	✓
	Other:	x

[26 July 2017, Primary school Gauteng, Participant 2]

Codes (descriptors) for Participant 2
Implementation of YCAP over 3 year period
DoE initiative
Empowering attitude
Active Citizen
Active contribution
Brings change
School administrative directive to implement
Various teachers involved
Different topics
Implementation in grade 7
Setting goals
YCAP guides learners to a sustainable project
Time constraints to sustain projects
Collaboration amongst teachers
Bullying as challenging behaviour
Integration of YCAP in LO periods
Community members involved
Communication/Discussion
The YCAP program at school is not structured

Time constraints to implement YCAP on time table
Integration of YCAP in available time
YCAP guide lays out various roles and responsibilities
Negative attitudes as challenging behaviour
Lack of interest in school work
Lack of understanding
Teachers improve teaching strategies
Attitude impacts academics
Transportation problems commute to school
Integration needed in all subject areas
Improved classroom management with teaching experience
Independent learner
Work on YCAP at home
Integrate into LO lessons
Whole school involvement
Topics based on the environment
Language barrier
Learners volunteer to join
Choose independent learners
Learner choice on ideas and strategies
Motivated and dedicated learners chosen
Based on real life experiences
Research skills
Effects of bullying are less classroom participation, emotional impact and academic strong learners not actively involved
Presentation
Awareness created in school
Implementation of YCAP leads to impact and awareness
Decrease of bullying as challenging behaviour
Involvement in various school projects
Discussion and simulation
Democratic engagement
Service project
Hands on activities
Social interaction
Lazy care attitudes
Teachers adapt lessons
Socio economic status
Violence as challenging behaviour
Learners confront and address bullying as challenging behaviour
Time management

Appendix U: Data analysis – Participant 3

Researcher: Thank you for granting this interview. I would like to start our interview by asking whether you teach the Youth Citizens Action Programme (which I will call the YCAP from here on) in addition to Life Orientation (or LO) for Grade 7s?

Participant 3: Yes our school implements the YCAP.

1. **Researcher:** We are all familiar with challenging behaviour. In schools challenging behaviour such as violence, bullying, cursing and disrespect are common. With specific reference to the Grade 7s, could you give me an indication of the types of challenging behaviour that you have experienced in your school?

Participant 3: Basically the older kids bullying the younger kids in the lower grades. They take their money or stationary. It is a small misdemeanor but it is a form of bullying. We have a very unique situation that 95 % of kids travel a long distance to school. A lot of problems happen after school. The older kids bully the younger kids a lot on the transportation.

Commented [M1]: Bullying as challenging behaviour

Commented [M2]: Stealing as challenging behaviour

Commented [M3]: Long commute to school

2. **Researcher:** If you think back to the period before you started the Youth Citizens Action Programme (which I will call the YCAP from here on) at school, was the prevalence of challenging behaviour regarding Grade 7s more, or less, or the same?

Participant 3: The challenging behaviour is slowly increasing I would say from years before the YCAP. If you display this in a form of graph and you have to plot it out I would say that there is a slow increase over the last 3 years. The intensity is becoming more. The values and attitudes of the learners are changing.

Commented [M4]: Challenging behavior increased

Commented [M5]: Challenging behavior is more intense

Commented [M6]: Changing values and attitudes

3. **Researcher:** If possible, could you think of a contributing factor or factors to explain your answer (given in 3)? Could you perhaps highlight your answer with any examples or incidents? <If positive answers are given, probe into the possibility of the YCAP as contributing factor.>

Participant 3: The older kids want to fit in and nowadays the kids are stealing stuff that is branded so if there's a youngster with a Nike bag that bag would be targeted other than a normal school bag. The kids are stealing more to say that I have a branded bag because they cannot afford it and to fit in with others. The school makes this clear that it is unacceptable and we do not treat it lightly. The values and the attitudes of the learners are changing because technology is changing. The kids are exposed to a lot of pressure. If they don't do something they

Commented [M7]: Need for belonging

Commented [M8]: Stealing as challenging behaviour

Commented [M9]: Need for belonging to fit into social group

Commented [M10]: Socioeconomic status

Commented [M11]: School management

Commented [M12]: Technology changing

are not cool. Every child has a phone nowadays and all chat platforms. Even the grade 1 children know phones much better than us. Some of the older brother and sisters goes into these sites and the younger grades get influenced like this as well. The kids are bombarded with all these information that the kids are confused about their values. At our school we ban phones during school time. We take phones if they switch them on during school time. The learners do not have values like we did when we were at school. There's a shift in learners of how they see school as important.

A lot of the kids live with their grandparents and the grandparents don't have the energy to follow up on their schoolwork. The kids will just tell the grandparents that they do not have homework. With the technology the grandparents don't know how to work these phones or sites so cannot monitor what the kids do on their phones.

4. **Researcher:** In your opinion, did the implementation of the YCAP have any influence on challenging behaviour in the Grade 7s? <If yes> Mention the positive influence that you have observed.

Participant 3: Not as profound because we have done it for few years. But as the years progress it will become more apparent. Only a few grade 7 learners are part of the YCAP group. The other grade 7s and other children in other grades are exposed when the group showcase and create awareness (with the surveys and assembly participation) but only a few kids are part of the action part of the implementation. We want to include more children in the group but it also depends largely on the topic at hand. This year the topic is bullying and the research part and implementation part of bullying awareness could lend itself to include a smaller group. Unlike the topic or theme of awareness we had last year where we had the recycling project. We could include more kids to run the project as the kids had more responsibility to make sure the project runs smoothly and therefor change the behaviour of more children regarding recycling.

Furthermore we have to take into consideration and I say this again that the children have a commute to school so they cannot stay after school. It is not that they don't want to stay – they cannot stay. We are forced to extend our school time on a Wednesday for all children to stay after school longer to participate in our sporting programme. This is when the YCAP also have some extra time to work on their project. This is a very challenging factor. The teachers have quite a challenge to train

Commented [M13]: Need for belonging and to fit into social group

Commented [M14]: Technology and social media

Commented [M15]: Technology and social media

Commented [M16]: Social media

Commented [M17]: Social media and internet influence

Commented [M18]: Learners are exposed to information that influences their values

Commented [M19]: Management of technology at school

Commented [M20]: Values change

Commented [M21]: Attitudes

Commented [M22]: Socioeconomic status

Commented [M23]: Limited parent and caregiver involvement

Commented [M24]: Struggle to control technology and social media

Commented [M25]: YCAP did not influence behaviour

Commented [M26]: Continuous implementation will improve behaviour

Commented [M27]: Limited number of learners part of the YCAP group

Commented [M28]: Whole school involvement

Commented [M29]: Limited number of grade 7 part of action part of programme

Commented [M30]: Topic determine how many learners are involved

Commented [M31]: Bullying was research based and small group implementation

Commented [M32]: Long commute to school.

Commented [M33]: Time constraint

Commented [M34]: Learners eager to take part

Commented [M35]: Adapt school times to accommodate

Commented [M36]: Accommodate YCAP during after school times

Commented [M37]: Challenge for implementation

Commented [M38]: Constraints on teachers to implement the YCAP

the kids for the YCAP. The group sometimes gets smaller because not all parents can have kids at school after school that affects the involvement of some children. The transportation even affects our attendance and our exams because the learners stay at home if there's no work at school only exams. The kids take absenteeism very lightly. The kids quickly just say they were sick. They do not take responsibility of why they are absent.

Commented [M39]: Parent involvement based on socioeconomic factors

Commented [M40]: Long commute affects other parts of school as well.

Commented [M41]: Absenteeism

Commented [M42]: Lack of responsibility

Another challenge is that the YCAP leader is a science teacher and she already has a lot of academic work to do and cover in the term but now she is doing the YCAP as an extra programme.

Commented [M43]: Teacher constraint to implement the YCAP

5. **Researcher:** In your dealing with learners on a personal level, have they ever mentioned the influence of the YCAP in their lives? If so, please provide details.

Participant 3: They YCAP is a new programme and in early stages and because at this stage in our school we have a smaller group that would lead the implementation of the programme because of the transportation constraints.

Commented [M44]: Implementation only for few years

Commented [M45]: Transportation constraints hinder implementation

6. **Researcher:** In your dealings with parents of Grade 7 learners, has the YCAP ever been mentioned? If so, in what context or contexts?

Participant 3: From my side no. It would be best if you ask the teachers regarding the parents participation.

Commented [M46]: YCAP not mentioned by parents or learners

7. **Researcher:** Have you received any feedback on the community's views of the YCAP programme? If so, please tell me more.

Participant 3: The whole school community is not in close area of the school. The parents live far away. The community surrounding the school are not the kids that come to this school. They parents of the learners want their kids to attend a good school so they are willing to have their kids travel so far. The parents of the YCAP group are more aware of what they do at school rather than all other parents of the school.

Commented [M47]: Learners in school are not from the same community

Commented [M48]: Socioeconomic status

Commented [M49]: Long commute to school

Commented [M50]: Limited parent awareness.

The kids travel a long distance. I think a lot more kids will benefit if the YCAP is integrated into for fresh ideas in subjects and not to see it as a separate programme just run by 1 lead teacher every year.

Commented [M51]: Long commute to school

Commented [M52]: Integration of YCAP is needed to include more learners

Key for tick: √ = Yes X = No / = Somewhat N/A = Not applicable

Participant observation		
Participant & remarks	Observation	Tick
	At ease	√
	Open and communicative	√
The participant checked if the researcher was recording the interview.	Cautious	/
	Stressed	X
	Confrontational	X
	Congruence between verbal & non-verbal messages	√
	Arms crossed most of the time	X
	Emotional	X
	Distant and evasive	X
The participant invited the researcher to their yearly science fair.	Other: Inviting	√
	Other:	

[25 July 2017, Primary school Gauteng, Participant 3]

Codes (descriptors) for Participant 3
Bullying as challenging behaviour
Stealing as challenging behaviour
Long commute to school
Challenging behaviour increased over years
Challenging behaviour is more intense
Learner value and attitude change
Need for belonging
Socioeconomic status
Technology is changing
Influences from changing technology, social media and internet.
Learners are exposed to information that influences their values
The school adapted schedules to make time for the YCAP and other programmes
Learners lack responsibility
Learners are not from immediate school community
Management of cell phones at school

The learner's values and attitudes changed
Limited parent involvement
Parents cannot control the technological and social media impact on learners at home
YCAP did not influence behaviour
Continuous implementation of the YCAP over years will improve behaviour
Limited number of kids are part of the YCAP group
Whole school involvement - awareness
Topic determine how many learners can take part
Time constraints to implement the YCAP
The learners are eager to take part
Absenteeism
Limited parent awareness
Integration of YCAP in subjects to include more learners

Appendix V: Data analysis – Participant 4

Researcher: Thank you for granting this interview. I would like to start our interview by asking whether you teach the Youth Citizens Action Programme (which I will call the YCAP from here on) in addition to Life Orientation (or LO) for Grade 7s?

Participant 4: Why are you doing research about the YCAP at our school ?

Researcher: I contacted the CEO of the YCAP and she gave me a list of school names who were winners in previous years. I then contacted all the schools for availability and if they are still implementing the YCAP. And your school are still implementing the programme and willing to have me come in and speak to the participants about the programme.

Participant 4: Ok but I am not the YCAP leader one of the other teachers are doing it this year.

Researcher: I understand. I spoke to the YCAP leader this morning about the YCAP.

Participant 4: Ok.

1. **Researcher:** I am interested in how you implement the YCAP in addition to LO. Could you tell me more? What does the YCAP for the Grade 7s entail?

Participant 4: ° We choose a different teacher each year to lead the YCAP. I was the YCAP leader last year this year it is the science teacher.

Commented [M1]: Various teachers involved in implementation

... We implement the YCAP by meeting any time when the children have time to do so. Break time or assembly time. ... The grade 7 kids also went to other classrooms to do a survey. The teacher in charge of the YCAP also met up with the kids after school, usually a Wednesday to work with them. The LO teacher helped to talk about the topic bullying in her class and in her lessons as well. We also had people from the community like the police SAPS to come in and talk to the kids.

Commented [M2]: Implementation during free time in school day

Commented [M3]: Whole school involvement

Commented [M4]: Time allocated for implementation

Commented [M5]: Collaboration

Commented [M6]: Community involvement

! The YCAP programme was a lot of work at times. ! It was difficult to manage because we have a lot of other things to do at school as well. The grade 7s worked during break or after school when and if the kids were able to come to after school meeting. Because they are living far from school they do not all have transportation after school to go home. °

Commented [M7]: Work Constraint on teacher

Commented [M8]: Constraint on management of the program – lack time

Commented [M9]: Independent work

Commented [M10]: Long distance commute

°In the YCAP you follow the steps to plan your project. The kids must choose a problem that is real for them that they experience. They work through steps if you look at the YCAP book in the file during several weeks. They then have to present

Commented [M11]: YCAP guide explains steps to follow

Commented [M12]: Learner choice

Commented [M13]: Steps for implementation

what they have done to address the topic to the YCAP panel of teachers at a meeting. The YCAP panel of teachers will then look at all the presentations from the other schools and choose the best presentation. °

Commented [M14]: Presentation skills

Commented [M15]: Assessment of presentations

2. **Researcher:** Do you match the learners' interests, skills and needs with the activities, if possible? Do they have choices or do they have to participate in all the classroom activities? Please tell me more.

Participant 4: ... °We looked at the learners strength and weaknesses and who has the qualities to be in the YCAP team. I knew they were capable of working in a team and independently to get the project done. The kids were appointed tasks or given roles according to their strengths and skills they already have e.g. speakers, marketing, leaders etc. The kids identify the topic they want to address. They work in a structural manner following the steps. °

Commented [M16]: Consider learner skills

Commented [M17]: Independent and team work

Commented [M18]: Roles and responsibilities were assigned according to learner's skills

Commented [M19]: Learner choice

Commented [M20]: Topics

Commented [M21]: The YCAP is Structured according to steps

3. **Researcher:** Would you say that the YCAP enhances the learners' skills and attitudes to function in social environments when they encounter real-life problems?

Participant 4: ! Most definitely, because the learners relate to their problems. The kids are able to identify and solve problems in a structural manner to make a difference. We are actually trying to prepare them for those types of social interactions and encounters by showing them how to go about identifying and solving problems in a structured manner taking all aspects into consideration. We were winners last year in the YCAP.

Commented [M22]: Skills and attitudes are enhanced

Commented [M23]: Based on learner's real life problems

Commented [M24]: Identify and solve following the steps of YCAP

Commented [M25]: Impact

Commented [M26]: Learners then able to deal and solve future problems

Commented [M27]: YCAP achieved success

4. **Researcher:** I had the opportunity to watch the role play, they wrote and presented at the YCAP presentation, during first break. Have you found that the practical component (such as modelling, observation and interaction with others) of the YCAP contributes to learners' development of good character?

Participant 4: It gives them experience and confidence when they have to show their play. The program helps them to solve problems in a responsible way. It instils compassion, kindness, positivity, motivation, confidence, helping others realize the importance of hard work, setting goals and trying hard to achieve them.

Commented [M28]: Learners have more experience and confidence

Commented [M29]: Solve problems responsibly

Commented [M30]: Instills Values and attitudes and setting goals

Participant: (participant jumps up when the bell rings) I have a meeting now.

Researcher: The 3 bell rings means what?

Participant: It means that all the teachers must go to the staff room for the staff meeting.

Researcher: I confirmed with the principal that I will meet with you after school

Participant: I just want to let him know that I am busy with you

Researcher: Sure

Participant: (Participant makes a telephone call) ... It is ok we can finish.

5. **Researcher:** I am going to describe a few approaches and I would like you to indicate one or more of these approaches that, in your opinion, describe the YCAP best.

- (1): Virtues – ethical behaviour and values as the foundation of good character
- (2): Discussions and simulations to defend or promote beliefs such as ethical behaviour, values and other aspects of character
- (3): Democratic engagement that promotes dialogue, participation, interaction, individual and social rights.

Participant 4: [>Democratic to a point as only a few kids get chosen for the presentation and to be in the team in the end.<

- **Researcher:** (4): Political aspects that entail discussions in the classroom on how people live together. Learners should believe that it matters what they think and do civically and politically, and that it is possible for them to make some kind of a difference.
- (5): Service projects to assist others or make the community a better place to live in.

Commented [M31]: Not as democratic as Only a small group of learners are part of the YCAP group

Participant 4: Service projects as we had different projects over the years where the community were involved like the recycling project where we sold the recycling things and the kids also made items with recycling things and entered that in a competition. We had a little competition as to who can design something with recyclable items. This linked to a lot of science and we also used it at the science fair.

Commented [M32]: Service projects

Commented [M33]: Various projects

Commented [M34]: Community involvement

Commented [M35]: Hands on activities

Commented [M36]: Whole school involvement

Researcher: Thank you for sharing what you did during the previous years. It seems like those projects were a great success.

(The Participant seems more relaxed)

6. **Researcher:** What would you say, in your opinion, is the main aim of the YCAP at your school? In other words, what did you have in mind when your school decided to implement the YCAP? What did you intend to teach or change in learners?

Participant 4: The YCAP allows the kids to choose what they want to focus on and that is a great thing. We as teachers don't always know what the kids go through or have problems with. A lot of the kids want to do the YCAP because they want to be part of the team and want to go to the presentations. For me this was nice that the kids wanted to be a part of the team to work to change things. This helps the children improve their behaviour towards each other.

Commented [M37]: Learner choice

Commented [M38]: Collaborate with learners

Commented [M39]: Motivation

Commented [M40]: Feeling of belonging

Commented [M41]: Communication skills
Presentation skills

Commented [M42]: Motivated

Commented [M43]: Impact leads to change

Commented [M44]: Behaviour improves

7. **Researcher:** Does the YCAP in your school encourage learners to learn together in a social environment through hands-on activities? Briefly explain why you think so.

Participant 4: ... Yes the kids work together in a group and must schedule meetings and interviews for them to succeed in their project. The programme allows the grade 7s to work with each other from different grade 7 classrooms and to work with all the other children in the school like when they had to conduct the surveys in the other grades.

Commented [M45]: Team work - collaboration

Commented [M46]: Skills - time management

Commented [M47]: Collaboration

Commented [M48]: Whole school involvement

8. **Researcher:** We are all familiar with challenging behaviour. In schools challenging behaviour such as violence, bullying, cursing and disrespect are common. With specific reference to the Grade 7s, could you give me an indication of the types of challenging behaviour that you have experienced in your school?

Participant 4: ... With the attitude I can see a difference in the children from last year to this year. The hormonal changes play a big part. There are some concerns with the children working together especially girls. The girls working together is at times a problem because there are on a lot of social platforms like group chats on their phones. They send negative messages about each other on these group chat platforms that at times create a negative environment at school with me having to deal with the social problems of the girls of what they say about each other before we get time to work on the programme. Time goes to waste. Every day it is something different that I have to solve that the kids complain about and about each

Commented [M49]: Attitude

Commented [M50]: Learner Physical changes

Commented [M51]: Challenging behavior amongst girls

Commented [M52]: Technology and social media

Commented [M53]: Negative use of social media

Commented [M54]: Social media use impacts the school environment

Commented [M55]: Constraint on teacher to deal with the problems that arises

Commented [M56]: Constraints to implementation of YCAP is that there are other challenging behavior to deal with and time gets lost

Commented [M57]: Social media impacts on daily basis

Commented [M58]: Learners complain about the behaviour

other. The children have a lot of group pressure to fit in. Parents are not as involved as they should be and not always available when problems arises.

Commented [M59]: Need for belonging and to fit in socially

Commented [M60]: No parent involvement

Commented [M61]: Not available when learners misbehave

9. **Researcher:** If you think back to the period before you started the YCAP, was the prevalence of challenging behaviour more, or less, or the same?

Participant 4: The challenging behaviour before in previous years was less. These days I spend a lot of my time solving problems from the kids of things that does not even happen at school but comes from home or what others are saying about each other on their phones. It is term 3 now and you would at least think that by now the kids must realise that they have to work hard and not waste time in class as it is almost end of their grade 7 year. But I still spend a lot of time, even now in term 3 where we have a lot of academic work and outcomes to cover, to solve problems especially with the girls. (Participant seems overwhelmed, frustrated and concerned with completing the outcomes that she must teach).

Commented [M62]: Challenging behavior is not improving

Commented [M63]: Daily constraint on teacher to solve challenging behavior.

Commented [M64]: Challenging behavior pertinent out of school

Commented [M65]: Social media causes challenging behavior.

Commented [M66]: Time constraints on teacher

Commented [M67]: Curriculum constraints

Commented [M68]: Girls are more prone to challenging behavior.

10. **Researcher:** In your opinion, did the implementation of the YCAP have any influence on challenging behaviour in the Grade 7s? <If yes> If challenging behaviour has lessened now, would you ascribe this to the implementation of the YCAP? Could you perhaps highlight it with any examples or incidents?

Participant: The implementation of the YCAP is an eye opener for the children when they get to look at problems they encounter and able to choose the topic. They then are also more aware when they go to the presentations to present their project of what some of the other topics are. The other schools address other problems that some of our kids are not aware of or they can relate to. They take the information shared at the YCAP presentations and talk about it at school with peers or use it in their own lives. They use the information gathered at the YCAP presentations to address behaviour at school or their own lives.

Commented [M69]: Learners become more aware of problems around them

Commented [M70]: Learners are more aware of others problems

Commented [M71]: Communicate what they experience with peers

Commented [M72]: Action – impact their own lives

Commented [M73]: Use their knowledge gained

Commented [M74]: Positive change - impact the school and their own lives

11. **Researcher:** How does the implementation of the YCAP otherwise influence the learners' behaviour in Grade 7?

Participant 4: It is a pity that you can only choose a few kids to attend the presentation at the end of the programme to present at the YCAP presentation. If a lot of the children get the opportunity then they might excel. But because we represent our school we tend to send the best kids to represent our school. I think

Commented [M75]: Only a few kids are part of the YCAP team

Commented [M76]: Increase in participation can lead to better results

Commented [M77]: School representation

other kids have potential as well to present. The kids get discouraged if they are not chosen to present at the YCAP. The YCAP presentation is such a nice event I would like to see more kids attend it. Last year we almost did not go because of Ramadan times and I was fasting. But the kids came to ask me nicely to go with them. I then decided to go to the presentation and a lot of the kids were happy that they could go in the end.

Commented [M78]: Discouraged learners if they cannot participate

Commented [M79]: Happy to participate

12. **Researcher:** If you feel that there are aspects lacking in the YCAP as a programme, what are they?

Participant 4: I would start with a topic or theme from grade 6. Even grade 5 children are able to start with the programme. We have a lot of time constraints to implement the YCAP. We work on the YCAP when we get time in between other things that we have to do. It would be better if the YCAP is included in the LO curriculum then it will not feel like it is an extra thing to do. We know we can do better go deeper if we had more time to work on a specific theme to leave a long lasting impact.

Commented [M80]: Implement the YCAP in other grades as well

Commented [M81]: Time constraints to implement

Commented [M82]: Implement YCAP during available times

Commented [M83]: Integrate YCAP into curriculum

Commented [M84]: YCAP can be better implemented if more time is allocated

Commented [M85]: Sustainability

Key for tick: ✓ = Yes X = No / = Somewhat N/A = Not applicable

Participant observation		
Participant & remarks	Observation	Tick
	At ease	X
	Open and communicative	/
	Cautious	✓
The participant seemed stressed as she seemed reluctant to answer the questions and speaking in a low voice.	Stressed	✓
The participant asked why the research is done at her school.	Confrontational	✓
	Congruence between verbal & non-verbal messages	/
	Arms crossed most of the time	/
	Emotional	/

The principal introduced the researcher to the participant and immediately the participant instructed the researcher to finish the other interviews first and then to come to her.	Distant and evasive	√
The participant is concerned about the time management and dealing with problems that arises.	Other: Overwhelmed	√
	Other:	

Commented [M86]: Teacher concerned with rising problematic behavior and managing time to complete the curriculum.

[26 July 2017, Primary school Gauteng, Participant 4]

Codes (descriptors) for Participant 4
Various teachers involved
YCAP implementation during free time
Whole school involvement
YCAP implemented in free time
Collaboration
Community involvement
Teacher constraints - time
Teacher constraint to manage the YCAP programme
Independent work
Long distance commute to school
YCAP toolkit includes steps to follow when problem is identified and solved
Learner choice
Presentation skills
Assessment of presentations
Consider learner skills
Impact leads to change
Learners undergo physical changes
Negative use of social media
Daily constraints amongst teachers to deal with the growing social media impacts
Parents are not involved or available
Teachers are under constraints to complete the curriculum
Increase in participation can lead to better results
Learners are discouraged if they cannot take part
Integrate the YCAP in other subjects to allow more time for sustainability of projects
Team work
Learners have roles and responsibility
Topics
Enhance skills and attitudes
Problems based on real life problems
YCAP impacts learner ability to deal and solve their own problems

Learner improve in experience and confidence
Instil values and attitudes and setting goals
Not all learners participate not as democratic
Service project
Hands on activities
Motivation
Feeling of belonging
Communication skills
Presentation skills
Challenging behaviour improved
Challenging behaviour more pertinent with the girls
Social media impacts the school environment
Learners complain about the challenging behaviours that arises from social media
Challenging behaviour is pertinent out of school as well.
Learners use knowledge gained to deal with problems
Represent the school
Learners are happy to participate
Implement the YCAP in other grades as well.

Appendix W: Data analysis – Participant 5

(The interview with participant 5 was conducted via telephonic interview as the participant was not able to attend the scheduled meeting at the time).

(The participant returned the researcher's missed call)

Researcher: Thank you for granting this interview. I would like to start our interview by asking whether you, as parent of a Grade 7 learner, are familiar with the Youth Citizens Action Programme (which I will call the YCAP from here on)?

Participant 5: It is ok but Madam I just want to tell you that I do not have airtime so I cannot talk to you for long time.

Commented [M1]: Socioeconomic status

Researcher: I will call you back

Participant 5: Thank you Madam.

Researcher: Hi Hello its Ms. Maritza again. Thank you for your time. Thank you for granting this interview. I would like to start our interview by asking whether you, as parent of a Grade 7 learner, are familiar with the Youth Citizens Action Programme (which I will call the YCAP from here on)?

Participant 5: Yes I know the YCAP my child work at school for the YCAP.

1. **Researcher:** What do they teach the children in this programme?

Participant: Sorry I cannot hear.

Researcher: Can you hear me now?

Participant: Yes

(Participant sounds as if she is out of breath)

Researcher: What do they teach the children in this programme?

Participant 5: They teach the children how to ... work with money. How ... to – how - How the project is start ... When the project is start it's like, it's the project there must be manage money when you make a project. Ja. There must be manage money when you make a project

Commented [M2]: Manage money

Commented [M3]: Steps to follow to plan a project

Researcher: Ok. So that is the main thing the programme teaches?

Participant 5: Ja

Researcher: Second question.

2. **Researcher:** What are your views on the programme? In other words, how do you as a parent feel about the programme?

Participant 5: Me I feel very well. When the YCAP ... umm ... the YCAP owner or the one who learns the children. That one he learns the children ... he learns the children about the project and the problem is ... its like ... I don't know how I can explain to you but for me it was nice for me and it looked like when the children there by the project they learn something and they learn more.

Commented [M4]: Parent is positive

Commented [M5]: Positivity regarding the programme

Commented [M6]: The learner gain knowledge regarding the topic

3. **Researcher:** Are you involved in some of the YCAP programme's activities? If so, please tell me more about it.

Participant: Uh, come again!

Researcher: Are you involved in some of the YCAP programme's activities? In any of the activities?

Participant 5: No me I am not involved by the project by the school but my child is involved by the project by the school.

Commented [M7]: Parent not personally involved in the YCAP

4. **Researcher:** Do you have contact with community members who are involved in activities of the YCAP for Grade 7s? <If yes> What feedback have you had from community members, if any?

Participant 5: What is this?

Researcher: Do you have contact with or involved in any of the community members that's involved in the project?

Participant 5: No ... maybe the *mistress* but just now I don't have his phone number by me maybe there by the papers.

Commented [M8]: Lack parent involvement with community members

Researcher: Who is this?

Participant 5: By the *mistress*

Researcher: Who is the *mistress*?

Participant: The one who teaches the children ... the *mistress*. I see the *mistress* when the kids practice.

Commented [M9]: Parent involved in making sure the learner attend meetings

5. **Researcher:** We all know that children's behaviour at school can sometimes be challenging. I am thinking of bullying, swearing, showing disrespect, and so on. What kinds of challenging behaviour are you aware of among the Grade 7s in your child's school?

Participant 5: I only visit to see my child do the presentation. That day my heart was so sore. The way my child was talking my heart was so sore because they were talking about bullying. My heart was taking sore. In the same time my heart was happy to see the group do the presentation. Every school was going in front and talking with the papers and showing their projects. They talk about the social workers and the police and the school where he is going. For me ... it was so ... my heart was so sore ... I don't know what I must say. For the school my heart was very happy.

Commented [M10]: Parent attendance at school.

Commented [M11]: Emotional

Commented [M12]: Communication

Commented [M13]: Bullying Challenging behaviour

Commented [M14]: Happy

Commented [M15]: Communication and presentation skills

Commented [M16]: Community members involved

Researcher: What do you think is some bad behaviour at school for the grade 7's?

Participant 5: For the grade 7's ... the problem is by the project ... the school did not put money involved by the project. That was the problem the only problem.

Commented [M17]: Financial assistance needed

Researcher: The YCAP's focus was bullying. Sometimes the kids also swear or show disrespect or violence. Do you know any other problems in the school?

Participant 5: No, no problem.

6. **Researcher:** The YCAP's problem they identified was bullying. If possible, could you think of a contributing factor or factors that cause bullying? Could you perhaps highlight your answer with any examples or incidents?

Participant 5: Bullying is if you see someone you like to say words for them or like to fight with them. Sometimes you don't have answer for them then they say this and this. But me I don't have answer for him. That one is like you are bullying me.

Commented [M18]: Awareness of term bullying

Researcher: Do you know of any situations in the school that happened? Why the kids chose bullying?

Participant 5: No Madam no nothing.

7. **Researcher:** Do you think that the YCAP could improve the children's behaviour? Please explain why you say this.

Participant 5: I can't hear.

Researcher: Sorry. Do you think that the YCAP could improve the children's behaviour? Please explain why you say this.

Participant 5: Yes madam.

Commented [M19]: YCAP could improve behaviour

Researcher: Why do you say that?

I say that because the children listen nicely to the school teachers when the teachers teach the children and when the children is going out maybe in front of people they know my teacher learn me like this so I must do as the teacher say.

Commented [M20]: Good behavior – Listen to teachers.

Commented [M21]: Good behavior when the learners represent the school

Commented [M22]: Follow instructions

8. **Researcher:** You are welcome to share with me any other experiences, perhaps personal experiences relating to your child or your child's friends, regarding the YCAP programme. Your answers will be completely confidential. Your name and the name of your child will not be recorded.

Participant 5: No Madam no I do not know anything else.

Researcher: We are finished with all the questions. Thank you so much for your time.

Participant 5: £ Ok. Thank you very much.

Key for tick: ✓ = Yes X = No / = Somewhat N/A = Not applicable

Participant observation based on the telephonic interview		
Participant & remarks	Observation	Tick
The participant was concerned that she would not have enough airtime for the call.	At ease	/
	Open and communicative	✓
	Cautious	X
	Stressed	x
	Confrontational	x
	Congruence between verbal & non-verbal messages	N/A
	Arms crossed most of the time	N/A
The participant mentioned that her heart was so sad she sounded sad in the	Emotional	/

telephonic call when she was talking about the YCAP project		
	Distant and evasive	N/A
The participant were off topic or needed explanation at times.	Other: Paraphrase needed for understanding	√
The participant struggled to hear my questions at times.	Other: Telephonic interview	√

[27 July 2017, Primary school Gauteng, Participant 5]

Codes (descriptors) for Participant 5
Socioeconomic status
Management skills
The learner gains knowledge regarding the topic
Learners communicate their thoughts and ideas
Community members involved
Awareness of term bullying
Learners show improved behaviour by listening and following instructions
YCAP helps learners with steps to follow to plan a project
Parent positivity regarding the YCAP
Lack parent involvement with the community members and personal involvement
Presentation skills
Financial assistance needed
Learners are aware that they represent their school.

Appendix X: Data analysis – Participant 6

1. **Researcher:** Thank you for granting this interview. I would like to start our interview by asking whether you participate in the Youth Citizens Action Programme (which I will call the YCAP from here on)?

Participant 6: Yes Madam we do the YCAP in grade 7. Are the questions difficult?

Researcher: No the questions are not difficult you can answer the questions you know and if you do not know the answer of a question it is ok if you do not answer them. I will ask your teacher then to help me with the information. Thank you.

2. **Researcher:** Please tell me more about the YCAP. What does it involve?

Participant 6: We have to choose a topic that is a problem. Our topic is bullying. Since I was in this school I saw bullying is a major problem in our school. So we wanted to solve the problem.

Researcher: How did you see it is a problem?

Participant 6: Many children are reporting to the teachers and principal saying that they are being bullied. Children are taking their money and their lunch. The younger children are being bullied. So we designed a survey and saw a lot of children are being bullied. We called the police and the social workers. After they came to see and many weeks later we did a second survey and after doing it we saw the numbers went lower to 53 kids being bullied.

Commented [M1]: Topic

Commented [M2]: Learner choice

Commented [M3]: Bullying as challenging behaviour

Commented [M4]: Challenging behaviour

Commented [M5]: Take action

Commented [M6]: Concerned learners

Commented [M7]: Learners are stealing

Commented [M8]: Learner independent work

Commented [M9]: Community members involved

Commented [M10]: Creating awareness

Commented [M11]: Improvement in challenging behaviour

Researcher: What do you like best about it? Or what is the most interesting for you?

Participant 6: I like that we were typing our ideas on the laptop. So that was ... we have done a lot of work. So and then everything makes me happy because we were in a position to ... we were short of 1 mark. We got 108 and first position got 109 in our final presentation.

Commented [M12]: Learner ideas

Commented [M13]: Take action

Commented [M14]: Positive about the process

Commented [M15]: Presentation skills

Researcher: Why do you think you did not get that 1 mark for first position?

Participant 6: Our school did not have enough money. That is what they told us. It was important for us to achieve in the YCAP and to get first or second place with our project. Our role play we did for the end presentation.

Commented [M16]: Financial assistance needed

Commented [M17]: Presentation role play

Researcher: What was the most interesting or grabs your attention.

Participant 6: The presentation.

Researcher: Can you explain a little more about the presentation?

The presentation was interesting because we told the panel of judges enough information about bullying. They only asked us 2 questions about our topic. So we

Commented [M18]: Knowledgeable about the topic

gave enough information. There were 5 other schools as well and it is interesting to see their presentations.

Commented [M19]: Awareness of other topics

3. **Researcher:** Do you feel that the YCAP prepares you for living a better life when you grow up? <If yes> Please tell me more.

Participant 6: Yes it does. Like it teaches us not to bully each other and to respect each other.

Commented [M20]: YCAP prepares learners to be aware and more respectful

Researcher: What do you mean when you say respect each other?

Participant 6: Like not to back chat other children or teachers. What I want is for children to respect their adults and the adults to respect the children.

Commented [M21]: Goal setting

4. **Researcher:** When you are doing YCAP, are you allowed to sometimes choose the activities in which you take part? I know that we cannot always choose what we want to do, but does the teacher sometimes take your interests or preferences into account?

Participant 6: Yes we did choose we wrote all our information in our portfolio. ... (Child page through the portfolio to show the researcher the notes of the learners). We also have letters that the children wrote about them being bullied. (Participant points out the letters in the portfolio). That is how we know about bullying.

Commented [M22]: Learner choice

Commented [M23]: Planning

Researcher: Did you choose any other activities?

Participant 6: We also chose how we want to present our information. We chose to present the topic as a role play instead of sitting and not doing anything. Other schools also did a play and it was very amazing. Our play we were acting we were not shy during our presentation. A play is better because some of them cannot read so they can show the information.

Commented [M24]: Learner choice

Commented [M25]: Builds confidence

Commented [M26]: Learners consider group ability

5. **Researcher:** If you think of the YCAP, would you say that you learn from others? For example, from watching them to see how they act or what they do? <If yes> Please tell me about it.

Participant: Yes a lot of the other groups presenting did plays. (Child pages through portfolio to show the researcher pictures of the play). When we presented about bullying at school some kids did the same as what we show. We show speak up and talk to teacher so that is what the children did in school. We also learned from the social worker. She spoke about different bullying: social bullying, verbal bullying and

Commented [M27]: Whole school involvement

Commented [M28]: Impact improved challenging behaviour

Commented [M29]: Communication

Commented [M30]: Learn from community members

physical bullying and who is the bully. (Child pages through the portfolio to show the researcher the notes from the social worker).

6. **Researcher:** If the YCAP has changed you, how did it change you? <Probe into possible behavioural changes>

Participant 6: I saw children when they did the second survey that a lot of children were very happy. I was also happy that we have done it. We thought that we would not do anything about it but the kids felt happier. So we changed bullying. I want the grade 7's from next year to carry on with bullying awareness that we started. They can continue to talk to the children each and every day about bullying.

Commented [M31]: Improved challenging behaviour

Commented [M32]: Impact

Commented [M33]: Goal setting to sustain project

Commented [M34]: Continue awareness

7. **Researcher:** If there is anything in the YCAP that you would like to change, what would it be? I

Participant 6: ... I am not sure.

Researcher: So there's nothing that you feel you want to add or take away that you did not like?

Participant 6: I will not change anything.

8. **Researcher:** We all know that learners' behaviour can sometimes be challenging. I am thinking of bullying, swearing, showing disrespect, and that kind of behaviour. What kinds of such behaviour do you find among the Grade 7s in your school? (Your answers are confidential and your name will not be mentioned anywhere.)

Participant 6: Grade 1 to grade 4 are being bullied. The kids also swear each other's parents.

Commented [M35]: Challenging behaviour

Commented [M36]: Swearing

Researcher: Thank you for sharing what the other grades experience. But if you think about the grade 7's what behaviour problems do you find among the Grade 7's?

Participant 6: We have a problem in Grade 7. Like the teachers are complaining about our behaviour and they say ... our marks are not very good. And we like to complain about the other children and they don't want that to happen.

Researcher: What type of behaviour are the teachers complaining about?

Participant 6: When the teacher gives us work the teachers complain about the noise in the class and they don't listen to the teacher. In one class the children take

Commented [M37]: Challenging behavior in grade 7 not listening.

advantage of the teacher because she does not hit or shout. The teachers say if we don't change our behaviour that it will impact our farewell.

Researcher: So you say that the behaviour in grade 7 is the children talking and not listening to the teacher. Are there any other behaviour problems?

Participant 6: Some of the grade 7 children are bullying the younger children. One of our boys in the YCAP team. He is new in the school and he says he is being bullied by other gr 7 kids because he is new. Some children when the teacher is talking the children backchat the teacher.

Commented [M38]: Bullying

Commented [M39]: Disrespect towards teacher

Researcher: These problems are all in the grade 7?

Participant 6: Yes.

9. **Researcher:** If you think of the Grade 7s in your school, would you say that participating in the YCAP has improved such behaviour? Please give some details.

Participant 6: The kids improve after the post survey not to bully and to speak out if they see someone bullying. They tell the teacher about bullying. And we have posters up at school to remind kids what to do if they see someone being bullied or see a bully.

Commented [M40]: A decrease in bullying according to survey

Commented [M41]: Create Continuous awareness

Researcher: Thank you for speaking to me today and sharing your experience

Participant 6: Thank you Madam. Can I go to my classroom now.

Researcher: Yes thank you.

Key for tick: ✓ = Yes X = No / = Somewhat N/A = Not applicable

Participant observation		
Participant & remarks	Observation	Tick
	At ease	✓
	Open and communicative	✓
The participant was just a little concerned at the start of the interview but after that very open and communicative.	Cautious	/
	Stressed	x
	Confrontational	x

	Congruence between verbal & non-verbal messages	√
	Arms crossed most of the time	x
	Emotional	x
	Distant and evasive	x
The participant was very eager to share the success they achieved and referred to various documents to "show off" the success.	Other: Share success	√
	Other:	

[25 July 2017, Primary school Gauteng, Participant 6]

Codes (descriptors) for Participant 6
Topic
Bullying as challenging behaviour
Stealing as challenging behaviour
Learner choice and ideas
Take action
Independent work
Community involvement
Improved challenging behaviour seen
Learners consider group ability
Impact improve challenging behaviour
Set goals to sustain project
Swearing as challenging behaviour
Create continuous awareness
Learners are positive about the process
Role play presentations
Knowledgeable about the topic
Awareness of other topics
Mutual respect
Planning skills
Builds learner confidence
Whole school involvement
Learn from community members
Current state of challenging behaviour - Learners are not listening to teachers and is disrespectful
A decrease in bullying is seen

Appendix Y: Field observation schedule

Observation of school's climate and ethos State my movement e.g. administrative section, playgrounds, corridors, etc.
* Key for tick: √ = Yes X = No / = Somewhat N/A = Not applicable

No	Observation – climate	Tick*	Possible category
1.	Learners are lively and interacting with each other on the playgrounds	√	Engaging
2.	Learners greet me	√	Respectful
3.	Learners make friendly eye contact with me	√	Respectful
4.	Learners spontaneously engage me in friendly talk	/	Engaging
5.	Learners are respectful towards teachers	/	Respectful
6.	Teachers are respectful towards learners	/	Respectful
7.	Teachers interact in a friendly way with learners	/	Warm
8.	The environment is welcoming	√	Warm
9.	Learners drag their feet and appear lifeless	x	Passive
10.	Learners ignore me	x	Apathetic
11.	Learners do not return my smile	x	Apathetic
12.	Learners bump into me and do not apologise	N/A	Disrespectful
13.	Learners are swearing	x	Disrespectful
14.	Learners are yelling at each other – verbal arguments	x	Hostile
15.	Learners are physically fighting	x	Hostile
16.	Learners are teasing another learner	x	Hostile
17.	Learners ignore teachers	/	Disrespectful
18.	Teachers ignore learners	/	Disrespectful
19.	Teachers are shouting at learners	/	Hostile
20.	The environment is chaotic	x	Disorganized
21.	The environment is hostile towards an outsider	x	Hostile
22.	Other: Learner are not observed during cover lessons when a teacher is absent	√	Disorganized
23.	Other:		

No	Observation – ethos	Tick*	Possible category
24.	Learners are in class during periods	√	Organized
25.	Learners appear to be involved in learning activities	√	Engaging
26.	Teachers are in class	/	Organized
27.	Teachers appear to be actively involved in teaching	/	Engaging
28.	Learners do not react to the bell after break	/	Disorganized
29.	Learners appear disruptive in class	/	Disorganized
30.	Teachers are not in class	/	Disorganized
31.	Teachers do not react to the bell after break	x	Disorganized
32.	Other: Posters up to remind of ethos	√	Organized
33.	Other:		

Remark / example / reflection on school's climate and ethos
No: 2,3,4 The learners were very friendly and inviting. All learners greeted me. Some learners voluntarily showed me how to go about to find areas in school when I got lost.
No: 8 Administration, teachers and learners were very welcoming. The administration and teachers checked in with me regularly to check if I needed some help.
No: 17,18,19 During home time the learners does not seem to care much for the teacher instructions to line up to leave the school. Some ran off (this might be due to the transportation problems and learners urge to get to the transport early). Teachers were trying to get kids to listen to them (shouting for them to line up) after school as soon as the home time bell rang.
No: 22 Twice during my visit I did not find a teacher in her room during a coverage of a lesson. A learner was in charge when the teacher was putting up new posters outside, or in another teacher's classroom

Appendix Z: Comparison of the codes of all the participant interviews

Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
Implementation of YCAP 3 year period	Implementation of YCAP 3 year period	Bullying as challenging behaviour	Various teachers involved	Socio-economic status	Topic
Various teachers involved	DoE initiative	Stealing as challenging behaviour	YCAP implementation during free time	Management of funds	Bullying as challenging behaviour
Different Topics	Empowering attitude	Long commute to school	Whole school involvement	The learner gains knowledge regarding the topic	Stealing as challenging behaviour
Empowering attitude	Active Citizen	Challenging behaviour increased over years	YCAP implemented in free time	Learners communicate their thoughts and ideas	Learner choice and ideas
Active involvement	Active contribution	Challenging behaviour is more intense	Collaboration	Community members involved	Take action
Learner needs	Brings change	Learner value and attitude change	Community involvement	Awareness of term bullying	Independent work
Communicate and explain the program	School administrative directive to implement	Need for belonging	Teacher constraints - time	Learners show improved behaviour by listening and following instructions	Community involvement
Action and actively involved	Various teachers involved	Socio-economic status	Teacher constraint to manage the YCAP program projects	YCAP helps learners with steps to follow to plan a project	Improved challenging behaviour seen
Learner choice	Different topics	Technology is changing	Independent work	Parent positivity regarding the YCAP	Learners consider group ability
Social interaction	Implementation in grade 7	Influences from changing technology, social media and internet.	Long distance commute to school	Lack parent involvement with the community members and personal involvement	Impact improve challenging behaviour
Based on learner's life experiences	Setting goals	Learners are exposed to information that influences their values	YCAP toolkit includes steps to follow when problem is identified and solved	Presentation skills	Set goals to sustain project
Peer respond to peer	YCAP guides learners to a sustainable project	The school adapted schedules to make time for the YCAP and other programmes	Learner choice	The project planned by the learners requires financial assistance	Swearing as challenging behaviour

				based on needs.	
Collaboration	Time constraints to sustain projects	Learners lack responsibility	Presentation skills	Learners are aware that they represent their school.	Create continuous awareness
YCAP motivates	Collaboration amongst teachers	Learners are not from immediate school community From different environments	Assessment of presentations		Learners are positive about the process
Behaviour change when environment change	Bullying as challenging behaviour	Management of cell phones at school	Consider learner skills when implementing the YCAP		Role play presentations
Different environments	Integration of YCAP in LO periods	The learner's values and attitudes changed	Impact leads to change		Knowledgeable about the topic
YCAP instil in school culture	Community members involved	Limited parent involvement	Learners undergo physical changes		Awareness of other topics
Learner awards	Communication/Discussion	Parents cannot control the technological and social media impact on learners at home	Negative use of social media		Goal setting for Mutual respect
Long distance commute	The YCAP program at school is not structured	YCAP did not influence behaviour	Daily constraints amongst teachers to deal with the growing social media impacts		Planning skills
Parent involvement	Time constraints to implement YCAP on time table	Continuous implementation of the YCAP over years will possibly improve behaviour	Parents are not involved or available		Builds learner confidence
Set goals for possible outcomes of actions	Integration of YCAP in available time	Limited number of kids are part of the YCAP group	Teachers are under constraints to complete the curriculum		Whole school involvement
Includes YCAP in free time at school	YCAP toolkit lays out various roles and responsibilities	Whole school involvement - awareness	Increase in participation can lead to better results		Learn from community members
Opportunity for some teacher training	Negative attitudes as challenging behaviour	Topic determine how many learners can take part	Learners are discouraged if they cannot take part		Current state of challenging behaviour - Learners are not listening to teachers and is disrespectful

Whole school communication	Lack of interest in school work	Time constraints to implement the YCAP	Integrate the YCAP in other subjects to allow more time for sustainability of projects		A decrease in bullying is seen
The action part of program is done in school.	Learner lack of understanding regarding schoolwork	The learners are eager to take part	Learner's have roles and responsibility		
Learner interest	Teachers improve teaching strategies	Absenteeism	Topics		
Cooperation	Attitude impacts academics	Limited parent awareness	Enhance skills and attitudes		
Learner importance	Long distance commute	Integration of YCAP in subjects to include more learners	Problems based on real life problems		
Learner act out authority – need for recognition	Integration needed in all subject areas		YCAP impacts learner ability to deal and solve their own problems		
Bullying as challenging behaviour	Improved classroom management with teaching experience		Learner improve in experience and confidence		
Learner not aware of wrong and right	Independent learner		Instil values and attitudes and setting goals		
Peer pressure	Work on YCAP at home		Not all learners participate not as democratic		
Imitation of bad behaviour	Integrate into LO lessons		Service project		
Management of challenging behaviour in primary schools are better	Whole school involvement		Hands on activities		
School as authority	Topics based on the environment		The YCAP instils compassion, kindness, positivity, motivation, confidence, helping others realize the importance of hard work.		
Learners know which behaviours are	Language barrier		Feeling of belonging		

allowed or not					
Different communities	Learners volunteer to join		Communication skills		
Travel to school Long distance commute	Choose independent learners		Presentation skills		
Different schools in transportation	Learner choice on ideas and strategies		Challenging behaviour improved		
YCAP influences behaviour	Motivated and dedicated learners chosen		Challenging behaviour more pertinent with the girls		
Learners want to be a part of the YCAP	Based on real life experiences		Social media impacts the school environment		
Learner praise	Research skills		Learners complain about the challenging behaviours that arise from social media		
Learner field trips	Bullying effects classroom participation, emotional impact on learners and influences learner involvement		Challenging behaviour is pertinent out of school as well.		
Learners are motivated	Presentation		Learners use knowledge gained to deal with problems		
Discuss topic to give direction	Awareness created in school		Represent the school		
Empower all teachers	Implementation of YCAP leads to impact and awareness		Learners are happy to participate		
Includes YCAP topic in Assembly time.	Decrease of bullying as challenging behaviour		Implementation of the YCAP must be included in other grades as well.		
Learners cannot meet after school	Involvement in various school projects				
Whole school feedback.	Discussion and simulation				
Presentations of the topic	Democratic engagement				

	Service project				
	Hands on activities				
	Social interaction				
	Lazy care attitudes				
	Teachers adapt lessons				
	Socio economic status				
	Violence as challenging behaviour on route to school.				
	Learners confront and address bullying as challenging behaviour				
	Time management is a concern				

Appendix AA: Categories of data codes

Themes	Major Codes
Theme 1 - Causes and extent of challenging behaviour	<p><u>The extent of challenging behaviour and impact</u></p> <ul style="list-style-type: none"> • Bullying • Learners imitate bad behaviour • Negative attitudes of learners towards school • Violence in and out of school • Stealing • Swearing/name calling • Learners are disrespectful towards their teachers. <p><u>Causes of challenging behaviour</u></p> <ul style="list-style-type: none"> • Need for recognition/belonging • Learners are aware of wrong and right • Peer pressure • Learners know which behaviours are allowed and which not • Learners undergo physical changes • Learners from different environments influences behaviour • Socio-economic status (poverty, long distance commute to school, lack of parent involvement, lack of parent awareness, grandparents as caregivers, parents cannot control learners and social media access) <p><u>Impact of challenging behaviour</u></p> <ul style="list-style-type: none"> • Bullying effects classroom participation, emotional impact on learners and influences learner involvement • Negative attitudes of learners impacts academics.
Theme 2 - The character education program and what it entails.	<ul style="list-style-type: none"> • <u>The YCAP</u> <p>*The character education program focusses on a different topic each year.</p> <p>*The grade 7 voluntary learners lead the project and forms a team for planning and implementation.</p> <p>*The topic of focus is based on learner needs, interests, choice, learner life experiences</p> <p>* In the YCAP toolkit, the steps allow the learners to set goals for possible outcomes of actions</p> <p>*The YCAP toolkit lays out various roles and responsibilities</p> <p>*The YCAP toolkit guides learners to follow steps sustainability, planning skills and implementation of a project.</p> <p>*The YCAP lends itself to consider learner abilities, motivation and dedication</p> <p>*The YCAP instils compassion, kindness, positivity, motivation, confidence and helping others realize the importance of hard work.</p> <p>*YCAP instils values and attitudes.</p> <p>* *Learners have opportunity to go on field trips regarding YCAP presentation and receives praise for their participation.</p> <p>*The YCAP allows for discussion and simulation (role play).</p> <p>*Learners participate in hands on activities</p> <p>* Learners work independently and collaboratively on the project</p> <p>*The project planned by the learners requires financial assistance based on needs.</p> <p>*Learners plan, implement and take action to improve by practically taking action at school.</p> <p>*Learners also have the opportunity to work on the project at home.</p>

	<p>*The projects implemented varies at times being service based to creating social awareness regarding a topic</p> <p>*The YCAP project planning, implementation and impact is assessed by a panel of external judges and the learners are awarded prizes.</p> <p>*The YCAP allows for a Democratic engagement</p> <p>*Learners have various opportunities for social interactions</p> <ul style="list-style-type: none"> • <u>Teacher training</u> <p>*The YCAP allows for some teacher training.</p> <ul style="list-style-type: none"> • <u>Implementation of the YCAP</u> <p>* YCAP is a Department of Education initiative</p> <p>*The YCAP is implemented in addition to LO over the past 3years at a primary school</p> <p>* YCAP implementation does not have a fixed structure. It is implemented during some LO lessons, assemblies, free time, during school day, after school and any other available time made available by school</p> <p>*Various administration and teachers are involved in the implementation of the YCAP through guiding and directing learners.</p> <p>* Teachers collaborate to implement the YCAP</p> <p>* The whole school is aware, involved and gives feedback to the project in the YCAP in some way, forming part of the school culture.</p> <p>* Members of the community is involved in the program implementation</p> <p>* The learners have the opportunity to represent their school and present their project to other participating schools.</p> <ul style="list-style-type: none"> • <u>The YCAP improves various skills</u> <p>*Research Skills</p> <p>*Management Skills</p> <p>*Communication skills</p> <p>*Presentation skills</p>
<p>Theme 3 - The influence of character education in relation to challenging behaviour.</p>	<ul style="list-style-type: none"> • Implementation of the YCAP leads to impact, continuous awareness influences and improvement of behaviour • A decrease in bullying is seen in school. • Parent and learners are more aware of bullying as a challenging behaviour. • Learners are more knowledgeable about challenging behaviour and how to deal with it. • Learners are aware of other challenging behaviour around them • YCAP impacts learner ability to deal and solve their own problems • Learners are active citizens who are involved and contributes • The learners values and attitudes change • Enhance values and attitudes • Learners show improved behaviour by listening and following instructions • Parents are positive towards the YCAP program • The learners are more motivated, confident and eager to take part in the program • Learners are positive, motivated and happy

	<ul style="list-style-type: none"> • Management of challenging behaviour in school is better • The school were awarded first place 2016 and second place 2017 for their topic awareness and impact at the YCAP finals.
Theme 4 - What is lacking in the character education program?	<ul style="list-style-type: none"> • Implementation of all learners across all grades • More learners wants to be a part of the YCAP • Current YCAP implementation does not allow all learners to participate because of transportation constraints. • Integration of the YCAP in all subject areas
Theme 5 - What is the prevailing challenging behaviour.	<ul style="list-style-type: none"> • Challenging behaviour increased over years • Challenging behaviour is more intense • Lack of interest in schoolwork and negative attitude towards school work • Negative use and influences from technology, social media and information accessed via internet on learners • Social media use under girls is a challenging behaviour • Negative use of social media and technology influences school environment • Learners lack responsibility • Constraint to deal with social media impacts • Absenteeism as challenging behaviour

Important codes	
Theme 6 - Constraints to implement the YCAP	<ul style="list-style-type: none"> • Time constraints to implement the YCAP • Management of the projects are difficult • Teachers are under constraints to complete the outcomes in curriculum so they cannot spend extra time on the YCAP

Left over codes	
Learners and school	<ul style="list-style-type: none"> • Learners lack of understanding school work • Learners have a language barrier
Teachers	<ul style="list-style-type: none"> • Teachers adapt and change their teaching often to improve learner eagerness to learn. • Teachers show better classroom management with years of teaching experience.

Appendix BB: Registration letter

10/27/2017

Postgraduate letter - M VORSTER

Postgraduate letter

mandd@unisa.ac.za

Fri, 27 Oct 2017 10:16:45 AM

- M VORSTER <32950926@mylife.unisa.ac.za>:



1215 MIRST

VORSTER M MRS
P O BOX 9769
CINDA PARK
1463

STUDENT NUMBER : 3295-092-6

ENQUIRIES NAME : M&D ADMIN SUPPORT
ENQUIRIES TEL : 0124415702

DATE : 2017-10-20

Dear Student

I wish to inform you that your registration has been accepted for the academic year indicated below. Kindly activate your Unisa mylife (<https://myunisa.ac.za/portal>) account for future communication purposes and access to research resources. Please check the information below and kindly inform the Master's and doctoral section on mandd@unisa.ac.za on any omissions or errors.

DEGREE : MED (INCLUSIVE EDUCATION) (90067)
TITLE : The case of character education to address challenging behaviour in a Gauteng primary school
SUPERVISOR : Prof D KRUGER
JOINT SUPERVISOR : Dr MM MOSEKI
ACADEMIC YEAR : 2017
TYPE: THESIS
SUBJECTS REGISTERED: DLIED95 Dissertation of Limited Scope (MED - Inclusive Education)

A statement of account will be sent to you shortly.

If you intend submitting your dissertation/thesis for examination, complete form DSAR20 (Notice of Intention to Submit) before 30 September. If this deadline is not met, you need to re-register and submit your intention for submission by 15 April and submit your dissertation by 15 June.

Your supervisor's written consent for submission must accompany your notice of intention to submit.

Yours faithfully,

Prof QM Temane